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CHATHAM
COLLEGE
BULLETIN

Pittsburgh, Pennsylvania 15232

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust and act responsibly.

A liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from individual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The College program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual.

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.

3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where common curricular goals are desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic curriculum: basic education should be (1) comprehensive, (2) directive in emphasis, (3) correlated with specialized interests, (4) concerned with the development of social consciousness, (5) challenging to the further use of creative talent and (6) directed toward goals to be achieved.

The courses which constitute the curriculum of basic education are described on pages 41-44. In the normal academic program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter should be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

To fulfill the requirement in concentration, the College offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all students representing six hours of academic credit which will be reserved until the conclusion of the tutorial. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing within the area of her major.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the College.

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*Further description of these majors may be found on pages 36 and 37.

Chatham College

THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. The College began as Pennsylvania Female College, founded to offer an educational program to young ladies comparable to the finest offered young men. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the College site. For many years, the College Catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The College offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the College, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the College consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The College continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

In the following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty believed, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the College with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the College saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original College buildings. Thus the College became one of the best equipped small colleges in the country.

Benedum Hall was given to the College by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the College received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelletreau Hall, a two-unit apartment structure on Fifth Avenue.

In 1965 the College received as a gift the home of Julia and James Rea, and in 1966 the Marjory Rea Laughlin home, both of which are located on Woodland Road across from Andrew W. Mellon Hall. In 1967 Grenville House, the former home of Lewis W. Hicks on Fifth Avenue, was purchased and is presently being used as the Periodical Library pending the construction of the new Jennie King Mellon Library.

Currently the College has an endowment of over fourteen million dollars in market value.

In 1946, the foundation of the present curriculum was introduced, a development which placed Chatham among the pioneers in curricular progress in the post-war period.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founders and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of theatres, museums, libraries, the symphony hall, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of six hundred. The campus also has expanded to meet the growth of the College: there are now forty-two buildings, including a number of faculty homes, on approximately fifty-one acres of rolling, wooded grounds.

Dominating the Chatham landscape is the Chapel which seats seven hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played each evening. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings is the James Laughlin Memorial Library which contains more than eighty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room is an especially pleasant place in which to study. On the lower floor are the reserve room, the historical room, seminar and private study rooms, and the microfilm room. A new library with many new facilities will be constructed during the coming year as part of a major building program at Chatham College.

The Louise C. Buhl Hall of Science, which was completely renovated in 1966, has laboratories for the study of chemistry, biology, psychology, and physics, as well as the Earl K. Wallace Lecture Hall with facilities for the use of the latest audio-visual aids. The provision of individual laboratory areas permits assignment of a definite station to each upperclass student where she does all of her laboratory work. The Rachel Carson Memorial Reading Room on the lower floor has approximately four thousand books and journals. It honors one of Chatham's most distinguished alumnae.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, snack bar, and the language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the eleven dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the College dining rooms. Paintings from the College collection are on permanent display in the living and dining rooms.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the College infirmary, Lindsay Hall, which once was the home of the presidents of the College.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for forty-four students and contains bowling alleys and a tiled regulation-size swimming pool. Selections of painting and sculpture from the College collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, dance studio, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field), with its large living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the President of the College and his family.

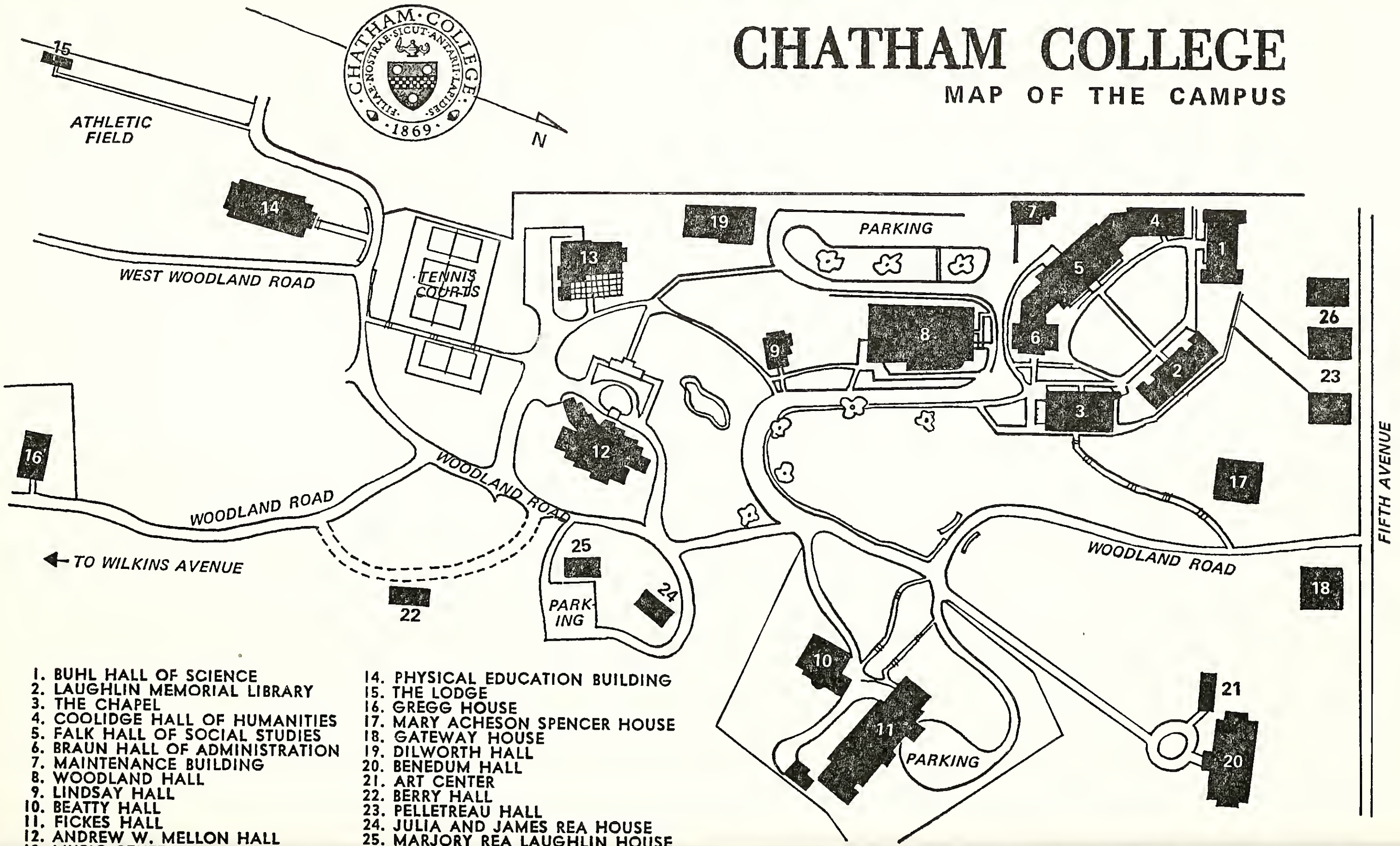
On the hillsides opposite Woodland Hall are five residence halls. Fickes and Beatty Halls, together with the Julia and James Rea House and the Marjory Rea Laughlin House, are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

Benedum Hall was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside, East Liberty and Oakland districts. Terraced gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Above Gateway House on Woodland Road is Mary Acheson Spencer House, the residence of the Executive Dean of the College. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Adjacent to Pelletreau is Grenville House which houses the periodical collection and student and faculty study space. Both are connected to the main campus at the back of the Library by landscaped terraced steps. Faculty family residences extend up Murray Hill Avenue on one side of the campus.

CHATHAM COLLEGE

MAP OF THE CAMPUS


N
ATHLETIC FIELD
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TENNIS COURTS
PARKING
WOODLAND ROAD
TO WILKINS AVENUE
PARK-ING
FIFTH AVENUE
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1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
12. ANDREW W. MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE
17. MARY ACHESON SPENCER HOUSE
18. GATEWAY HOUSE
19. DILWORTH HALL
20. BENEDUM HALL
21. ART CENTER
22. BERRY HALL
23. PELLETREAU HALL
24. JULIA AND JAMES REA HOUSE
25. MARJORY REA LAUGHLIN HOUSE
26. GRENVILLE HOUSE

THE COLLEGE COMMUNITY

The College community of seventy-four faculty members and six hundred students drawn from many states and foreign countries provides a variety of experience and yet assures each student a distinctive place and individual consideration. Most of the classes at Chatham are small and the instruction is individualized. Half of the classes have no more than fifteen students enrolled, and the majority have no more than thirty. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and best known scholastic honor society, consists of 166 chapters in leading American colleges and universities, with Chatham among them. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, Germany, India, Iran, Japan, Kenya, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda, and Hong Kong. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the College, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity. Students should not enroll at Chatham College if they are not willing to accept and abide by the Honor Code.

Chatham's advisory system depends on faculty members who serve as readily-available counselors on the selection of course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Each residence hall has mature, responsible individuals or couples serving as counselors. They meet regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the College. Every effort is made to have residence halls homelike and pleasant. Students whose parents live outside of Pittsburgh and its neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every College activity. Much of the social and activity program of the College centers in the residence halls where open houses are held at various times during the year. The non-resident students (approximately eight per cent of total enrollment) are an integral part of the social as well as the academic life of the College community. The Day Students' Apartment in Dilworth Hall, with its living room, bedroom, and kitchen facilities, is set aside for them exclusively. Day students have their own organization and their President is a member of the Chatham Community Government Board.

Chatham College regards its students as effective participants in all College affairs. Over the years the students have played an important role in helping to shape the kind of community of which they are an important part by serving on practically all of the College committees, from The President's Advisory Committee to the Curriculum Committee. During the past year, for example, representative students have served on the major committees reviewing plans for the new library, a student-faculty center, and a little theatre.

Students serve as voting members on almost all of the College's planning and policy committees. Student representatives attend faculty meetings and student committees help in the interviewing of all new members of the faculty and staff.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the College annual, a pictorial and literary record of student life at the College; the weekly newspaper, featuring current news of interest, is called *The Arrow. The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra and choral groups.

Chatham College is non-denominational and welcomes students of all faiths.

The College believes that the development of spiritual and moral insight is an important part of an educational experience. It has frequent inter-Protestant vesper services as well as weekly Episcopal communion and Roman Catholic Mass. Students are also encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the city of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11 to 11:50 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 28-29 are the lecturers, visitors and events presented during the academic year 1968-69.

THE CHATHAM VISITORS PROGRAM is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days; there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. A series of lectures are given by leading authorities from across the nation. Previous years' programs have focused on India and the Hindu World, Latin America, Sub-Saharan Africa, Southeast Asia, the Soviet Union, and China. The topic for 1969-70 will be "The Middle East." Funds from the Buhl Endowment and the Frick Educational Commission help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE

1968-69

Chatham Visitors

OTTO KERNER, Chairman of the U.S. Commission on Civil Disorders, Judge of the United States Circuit Court

GEORGE W. BEADLE, President Emeritus, University of Chicago, Winner of the Nobel Prize in Genetics

HANS CONRIED, Actor

HELEN HAYES, Actress

Programs in the Arts

NATIONAL SHAKESPEARE COMPANY, *Murder in the Cathedral*

HENRY SPINELLI, Pianist

PERFORMING GROUP OF THE PHILADELPHIA COMPOSERS FORUM (Contemporary Music)

BRUCE BENGTSON, Organist

THE BLACK ARTS THEATRE in Plays by LeRoi Jones

RUSSELL WICHMANN, Organist

CARNEGIE-MELLON UNIVERSITY PERCUSSION ENSEMBLE

Special Lecturers

Erwin Hargrove, Associate Professor of Political Science, Brown University

Lambertus Palar, Former Ambassador from Indonesia to the United States

Olga Pujmanova, Curator of Education and of Italian Primitives, National Gallery of Painting, Prague, Czechoslovakia

The Non-Western Program (The Impact of Black Africa on Black America)

Robert Ferris Thompson, Department of the History of Art, Yale University

Leon Sullivan, Minister of Zion Baptist Church in Philadelphia and Founder of Progress Plaza

Odetta, Folksinger

Tilden J. LeMelle, Associate Professor of African Politics, Fordham University

LeRoi Jones, Playwright and Poet

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham have an opportunity to avail themselves of a wide variety of programs and services at other well-known Pittsburgh institutions of higher learning. Chatham, Carlow College, Carnegie-Mellon University, Duquesne University, the University of Pittsburgh, and Point Park College are members of the Pittsburgh Council on Higher Education. The Council sponsors many inter-institutional programs so that Chatham students may work with students from other institutions and become members of a wider university community.

PITTSBURGH CROSS-REGISTRATION

Chatham soph junior and senior students, along with the undergraduate students at Carlow College, Carnegie-Mellon University, Duquesne University and the University of Pittsburgh, [illegible] may participate in a cross-registration program allowing them to enroll in one course each semester off campus with the approval of their adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in soph junior or senior courses accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made.

CARNEGIE-MELLON UNIVERSITY

Chatham College and the Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers at both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Executive Dean of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an inter-college, inter-disciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1969-70 program are courses in Comparative Communist Economic Systems, Comparative Communist Social Systems, Comparative Communist Political Systems, and Comparative Marxist Ideology. Chatham students should inquire at the Office of the Executive Dean for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

CARLOW COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College (formerly Mount Mercy College) without extra charge.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most vital and progressive cities in the United States.

Over two billion dollars have been spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; and choral students participate in concerts with orchestras and other instrumental groups.

Most Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Chamber Music Society, the International Poetry Series, and numerous other recitals and concerts.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals, neighborhood centers, youth organizations, and in a wide variety of health and welfare organizations.

COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including four units of Physical Education, and one of the following English courses: Content and Form in Contemporary Literature or The Dimensions of Poetry:*

   Social Sciences: Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, The American Political Process, World Issues, and Culture and Personality.

   Humanities: Fifteen hours of course work including nine hours in The Arts course. The remaining six hours may be in Knowledge and Values or three in the sophomore Knowledge and Values and three in Asian Philosophy.

   Natural Sciences: Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematics-Physics, and Psychology.

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*A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may have the opportunity to develop especially designed programs. With the permission of their advisor certain Basic courses may be omitted.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 11.)

Field of the Major

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and anthropology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Students interested in a pre-medical course of studies should consult with Dr. Chmura in the biology department; those interested in pre-law, with Mr. McKechnie in political science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the Basic Curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is available to a student who wishes to combine existing offerings of the College in special ways. Application is made to the Executive Dean and includes a written statement of purpose and an outline of the student's proposed academic program; application must carry the endorsement of the chairmen of the departments concerned.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

Students may major in a program of American Studies supervised by a faculty committee including Dr. Andrews, Dr. Bonn and Dr. McGuire. Any student interested in majoring in American Studies must consult with a member of the committee in preparing her schedule of classes.

HONORS

Honors are conferred annually and at Commencement as follows:

High Honors: a cumulative average of 3.75 or above
Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually. (See page 23.)

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.

INDEPENDENT STUDY

Independent study is a desirable academic activity made possible by the curriculum for qualified students. Provision for independent study is made by most departments.

DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

CULTURE AND PERSONALITY

105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits, second semester.

AREA II

NATURAL SCIENCES*

1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

1-2. BIOLOGY. A study of the principles revealed by living organisms. Three recitations and a two-hour laboratory weekly. Three credits each semester.

1. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for informed citizenship in the modern world. A terminal course. Prerequisite: Chemistry 1 or Chemistry 3. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

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*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

Note: Chemistry 3 may be substituted for Chemistry 1, and Chemistry 4 may be substituted for Chemistry 2 in the Basic Curriculum. (See page 50 for description of these courses.)

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

1-2. PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

SOCIAL RELATIONSHIPS

1 to 8. WESTERN CIVILIZATION. A comprehensive history course analyzing the essential factors in the formation of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilization, its expansion, and its evolution to the present. The course covers significant developments in the Americas as they form a creative part of western civilization.

In consideration of various student interests and needs, the course is offered in four different forms: 1. The entire history of western civilization, its formation and modernization. 2. The ancient and medieval world through Renaissance and Reformation. 3. The modern western world from the Age of Reason and Enlightenment to the present. 4. The parallel development of western civilization in Europe and America since the sixteenth century. Three credits, each semester.

101. THE AMERICAN POLITICAL PROCESS. This is a three-hour course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts. Three credits, first semester.

105. WORLD ISSUES. An analysis of related issues which have been foremost in changing the direction and characteristics of international politics in the mid-twentieth century. Beginning with the problem of race relations and the emergence of the "third world" in the post-colonial period, the course explores the success and failure of foreign aid, economic development and nation-building. Considerable emphasis is placed on various alternative methods of nation-building and the international crisis situations which arise when social and political development are thwarted. Three credits, either semester.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A three semester sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and upon the sophomore philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a semester of literature (fiction, poetry, and drama).

The Arts emphasizes distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and critical reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester.

1. THE ARTS. Form and content: Elements of the various arts. Our heritage from "classical" art, as exemplified in works from Greek classicism and from re-interpretations of Greek and Roman classicism in the Renaissance and the seventeenth and eighteenth centuries. Second semester.

101. THE ARTS. Our heritage from the Biblical tradition in the Middle Ages and the Renaissance. Growth of individualism in the arts. The development of realistic and impressionistic arts in the nineteenth century. First semester.

102. THE ARTS. Some major developments studied through major artists of the twentieth century. Second semester.

AREA V

Organization of Experience

151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore year and three hours in the senior year. A study of problems raised by science, morality, and religion. The course requires the student to think critically about the basis and achievements of the traditions in these areas and to attempt a coherent view of knowledge and values.

151. Sophomore year. Three credits either semester.

152. Senior year. Three credits either semester.

153. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Open to seniors only, except by permission of the instructor. Three credits, either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. (See page 74.)

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect either Content and Form in Contemporary Literature or the Dimensions of Poetry. (See page 60.)

PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are organized to develop skill and to provide recreational value in each activity throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as French 1-2—the course may not be entered second semester without permission and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3, 4—the course may be entered either semester and taken for credit.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

ART

Students majoring in art must take a minimum of thirty-three hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 3, 4 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 5, 6, 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio course and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History.

Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

3, 4. STUDIO ARTS. An exploration of three studio areas (basic drawing, printmaking, and painting). The course is designed as a one-year sequence of three parts. The first semester acquaints the student with drawing materials and leads to a segment of printmaking. The second semester continues the printmaking techniques and develops into an examination of painting fundamentals. Three credits each semester.

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. DRAWING AND SCULPTURE. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Three credits each semester.

15. PRINTMAKING. A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. Three credits, first semester.

16. CERAMICS. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Three credits, second semester.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include watercolors and various tempera media. Three credits each semester.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester.

121-122. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecture. First semester serves as a prerequisite for second semester. Three credits each semester. Not offered 1969-70.

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits, first semester. Not offered 1969-70.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits, second semester. Not offered 1969-70.

125. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester.

135. ITALIAN BAROQUE. The classical and realistic currents and their development in Rome as seen in religious painting, sculpture and architecture. Three credits, first semester.

136. FRENCH AND SPANISH BAROQUE. The translation of these currents into the art of France and Spain, with attention given both to major and minor figures of the time. Three credits, second semester.

137, 138. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The first semester will trace the development of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. Not offered 1969-70.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester.

203-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the student focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work. Three credits each semester.

BIOLOGY

Biology 1-2 is required of all majors and is a prerequisite for all other biology courses. Additional requirements for the A.B. degree in biology are Chemistry 1 and 4, to be completed before the senior year, and twenty-six additional hours in biology including Biology 152 and six hours of tutorial. Students who take a minimum of ten additional credits in chemistry, physics, mathematics or astronomy receive the B.S. degree in biology.

1-2. BIOLOGY. See Basic Curriculum, page 41.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and ecology of the invertebrate animals. Two lectures and four hours of field work and/or laboratory. Four credits, first semester. Not offered 1969-70.

8. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations and morphological modifications have determined its structure. Two lectures and four hours of laboratory. Four credits, first semester.

101. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry 1 or 3 and 4. Two lectures and four hours of laboratory. Four credits, first semester.

107. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Two lectures and four hours of laboratory including histological techniques. Four credits, first semester. Not offered 1969-70.

109. GENETICS. A study of the principles of inheritance in plants and animals. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits). Second semester. Not offered 1969-70.

110. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes and experiments useful in elucidating mechanisms controlling morphogenesis. Two lectures and four hours of laboratory. Four credits, second semester.

111. BIOLOGICAL TECHNIQUES. An introduction to current research methodology in the biological sciences. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1969-70.

114. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry 1 or 3. Two lectures and four hours of laboratory. Four credits, second semester.

115. ECOLOGY. A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Four credits, second semester.

121. BOTANY. The morphology, taxonomy and evolution of plants. Two lectures and four hours of field work and/or laboratory. Four credits, second semester. Not offered 1969-70.

122. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Two lectures and four hours of field work and/or laboratory. Four credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

130. SPECIAL TOPICS: Lectures and laboratories in areas of contemporary biology not covered in other course offerings. Four credits, second semester. Not offered 1969-70.

133. MARINE BIOLOGY. A concentrated study of marine and intertidal organisms in their natural habitat. The course will be held at the Institute of Marine Science of the University of Miami or at the Gulf Coast Research Laboratories at Ocean Springs, Mississippi. Open to junior and senior majors in biology. Prerequisite: Biology 7. Three credits, between first and second semester of alternate years. Not offered 1969-70.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester.

152. SEMINAR. In depth studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers and studies of research facilities. Required of biology majors. Three credits, first semester.

203-204. TUTORIAL. Three credits each semester.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, Mathematics - Physics 1-2, Mathematics - Physics 121-122 and Chemistry Tutorial 201-202, 203-204. Chemistry 108, 111, and 112 are optional.

Candidates for the B.S. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, 111, 112, Mathematics-Physics 1-2, Mathematics-Physics 121-122, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

1-2. CHEMISTRY. See Basic Curriculum, page 41.

3. STRUCTURAL CHEMISTRY.* An introduction to modern chemistry emphasizing atomic, molecular, and solid state structures. Admission by examination and/or departmental approval. Three lectures and three hours of laboratory. Three credits, first semester.

4. ELEMENTARY ANALYTICAL CHEMISTRY. Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic analysis and solution equilibria. Prerequisite: Chemistry 1 or 3. Three lectures and six hours of laboratory. Five credits, second semester.

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*This course can be substituted for Chemistry B-1.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the common classes of aliphatic and aromatic compounds. Prerequisite: Chemistry 4. Three lectures and six hours of laboratory. Five credits, first semester.

106. ORGANIC CHEMISTRY. Reaction mechanisms and other theoretical aspects of the subject. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106, Chemistry 109; corequisite: Chemistry 110. Three lectures and six hours of laboratory. Five credits, second semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

109-110. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria, electrochemistry, kinetic theory and chemical kinetics. Prerequisite: Chemistry 4 and Mathematics-Physics 121-122. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from the various classes of inorganic compounds of current interest. Prerequisite: Chemistry 110. Three lectures. Three credits, first semester.

112. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions, and their application as tests for the presence of various groups. Instrumental methods are included. Prerequisite: Chemistry 106 and Chemistry 110. Two lectures and six hours of laboratory. Four credits, first semester.

201-202. TUTORIAL. Required of all juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One credit each semester.

203-204. TUTORIAL. Two credits each semester.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of twenty-seven hours in the department including Drama 3, 4 and Drama 120, 121; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. Communications 1 is not considered part of the major but all drama majors must take and pass a speech exemption examination.

Drama

3, 4. INTRODUCTION TO THEATRE AND DRAMA. An introduction to the various crafts involved in theatrical production: acting, directing, designing, lighting, and a study of plays which represent the main types and styles of drama. Open to freshmen. Three credits each semester.

5-6. ACTING. Study and presentation of selective scenes and exercises. First semester emphasizes basic stage movement and pantomime; second semester deals with methods of character delineation in relationship to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits each semester.

101, 102. DIRECTING. Basic principles of staging. Scenes and short plays will be produced. Modifications of conventional presentation will be considered. Prerequisite: Drama 3,4. Three credits each semester.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester.

107, 108. EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester. Not offered 1969-70.

110. AMERICAN DRAMA. The historical, cultural and political background leading to the American drama from its beginning to the present with emphasis upon the origins and contributions of black theatre to the composite contemporary American drama. The course will consider principally the work of Albee, O'Neill, Miller, Williams, Wilder and Ferlinghetti. Three credits, first semester.

112. AFRO-ASIAN DRAMA. An introductory background study of the culture of the non-western countries and nations whose drama will be read during the semester. The areas of study are Africa, Japan and India. Informal scenes from the plays will be given in class. Attention will be given to the costumes, make-up and staging of these dramas. Three credits, second semester.

113. MODERN BRITISH DRAMA. Study of plays from the early influence of Ibsen on the English theatre to the present. Includes Sir Arthur Wing Pinero, Wilde, Shaw, Galsworthy, Eliot, and comes up to John Osborne, Shelagh Delaney and Harold Pinter. Three credits, ~~first~~ 2nd semester.

114, 115. THEATRE HISTORY. First Semester: This course traces playhouses, staging, and the consequent relationship between the play and its audience from Greek platform staging up to the wooden "O" of Shakespeare. Second Semester: This course considers proscenium staging in the French and Spanish neo-classic theatre and continues on down to arena and audience participation staging of today. Three credits each semester.

120, 121. THEATRE WORKSHOP. Oriented around college productions with instruction in scene design, make-up, costuming, lighting and play production. One hour weekly meetings for lecture or demonstration until the month of production when all students participate in mounting the production on stage. One-half credit each semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester.

203-204. TUTORIAL. Three credits each semester.

Speech

1. COMMUNICATIONS. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Three credits either semester.

10. GROUP DISCUSSION. Further work in speech for students who wish to continue speech after Communications 1. Panel discussions and debates will be used to help the student toward a personal, persuasive style of delivery. Three credits, first semester.

ECONOMICS

Students majoring in economics are required to take the following courses: Economics 103, 104, six hours; Economics 119, three hours; and the tutorial, six hours. In addition the major must take five other courses. These may be chosen from the following courses: Economics 109, 113, 114, 122, 133, 135, 141, 142. An economics major has the opportunity to take certain economics courses at Carnegie-Mellon University, the University of Pittsburgh and Duquesne University under the system of cross-registration. These must be chosen in consultation with the department.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and one of the other colleges or universities in Pittsburgh under the system of cross-registration, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas which concern both the economic and political institutions and processes of society.

103. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Three credits, first semester.

104. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 103. Three credits, second semester.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits. Not offered 1969-70.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Not offered 1969-70.

114. INTERNATIONAL ECONOMICS. Introduction to international trade and finance: An examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 103. Three credits. Not offered 1969-70.

119. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits, first semester.

122. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. Topics include general structure, resources, agriculture and marketing, money and banking, industrialization and capital formation, and the need for planned growth with stability. Prerequisite: Economics 103. Three credits, second semester.

133. SEMINAR: GOVERNMENT AND THE ECONOMY. (Identical with Political Science 133.) An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits. Not offered 1969-70.

135. SEMINAR: MACROECONOMICS. This seminar will provide students with an opportunity to apply the concepts learned in the introductory courses (103 and 104) to problems facing the American economy. Questions will be raised about the government policy goals of growth, stability and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Economics Faculty.

203-204. TUTORIAL. Three credits each semester.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended for elementary or secondary Pennsylvania certification after they have satisfactorily completed the teacher preparation program and the college major subject requirements for the bachelor of arts degree.

For any other state students are recommended when they have completed the specific requirements of that state. All education students are required to take the National Teacher Examinations in their senior year.

The required professional program for the secondary level includes Education 181, 182, 190, 197 and 199 and Mathematics 5, 10 or an appropriate mathematics course plus recommendation of the college for certification. The required professional program for the elementary level includes Education 181, 186, 187, 188, 195 and 198 plus recommendation of the college for certification. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire basic music skills if they do not already possess them. All students are expected to participate in an observation program in the public schools preceding their junior year. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. Students investigate the role of a classroom teacher by using materials that simulate a school. Teaching behaviors are identified and evaluated according to: research findings, verbal and non-verbal interaction analysis, and effect on pupil performance. The role of the teacher in American society as a citizen, professional scholar, and educational leader is also analyzed. Prerequisite to all education courses. Three credits, second semester.

182. PRINCIPLES OF SECONDARY EDUCATION. Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice writing appropriate behavioral educational goals for high school pupils in the context of their college major discipline. The role of reading in the academic curricula is investigated. Guided observation in local schools reinforces the theoretical considerations of the course. Three credits, first semester.

186. TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Students analyze the behaviors involved in teaching and learning the acts and arts of communication, including the interrelationships among listening, speaking, writing, and reading. Classroom organizational patterns, materials, and approaches as integrated within the total elementary curriculum, and specific techniques of individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating elementary schools reinforces the theoretical considerations of the course. Three credits, second semester.

20. MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACHERS. Instruction in the fundamental music skills—reading music, playing and singing simple melodies, using basic rhythm patterns, and learning to listen to music acutely. An exemption examination may be taken by a student who can demonstrate her abilities with the above skills. No credit, second semester.

187. TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL. Students give attention to the scope and sequence of the social studies curriculum analyzing its spiralling conceptual development. Students team in developing a resource unit based on a major social studies theme and continue their practice of appropiate teaching behaviors through microteaching. Contributions of children's literature, music, and art to the language arts and social studies are also stressed. Prerequisite: Education 186 and basic music skills. Three credits, first semester.

188. TEACHING OF CONTEMPORARY MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL. Students investigate the societal and scientific changes affecting the elementary curriculum; specific emphasis on materials, methods, and research findings; refinement and extension of appropriate teaching strategies through use of contemporary audio-visual materials, observation of existing elementary school programs; and demonstration of competency in teaching a prepared lesson in an elementary school classroom. Prerequisites: Education 186, Education 187, Mathematics 5. Three credits, second semester.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behaviors and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behaviors plus the use of interaction analysis instruments. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curricula in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teaching at the elementary level in a public school under the guidance of an experienced teacher and a faculty member of the Education Department. Video-tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors when appropriate are a significant part of the course experience. Registration by application. Six credits, first semester.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Registration by application. Six credits, first semester.

198. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Students explore and analyze specific problems encountered in student teaching; synthesis of materials and methods, related to total school curriculum; relationships of measurements, evaluation, observation to identify instructional needs and evaluation of pupil performance. Practice in teaching behaviors using video-tape recordings is continued. Three credits, first semester.

199. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. Students analyze and discuss problems of teaching approached historically, philosophically, and sociologically as based upon the practical experience and observation received from student teaching. Prac-

tice in teaching behaviors using video-tape recordings is continued. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has demonstrated suitable preparation and motivation an opportunity to study in depth a subject area not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: completion of the professional sequence and permission of the department. Three credits each semester.

200. TEACHING IN THE INNER-CITY SCHOOL. Seniors who have completed the education sequence are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premises of individualized instruction, each student selects sensitivity modules, readings, films and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of certification, in a hard core inner-city school is provided through cooperation with the Pittsburgh Public Schools. Three credits, second semester.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and, in addition, one junior-senior seminar and the tutorial in English. The minimum requirement includes English 101, 111, 121, 131, one semester of Shakespeare, and one semester of Major American Writers. English majors should scrupulously observe all prerequisites.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Significant twentieth century fiction is selected to introduce the student to principles of literary criticism, with emphasis on close reading, on the ways in which the elements of fiction can be used, and on clear critical writing. For freshmen only. Three credits, either semester.

5. THE DIMENSIONS OF POETRY. An exploration of the nature and variety of poetry and poetic forms: poems in English, past and present, studied for the relation between the quality of the poem and the techniques of poetry used. The course will emphasize the understanding, enjoyment, evaluation of poetry, and clear critical writing. Open to freshmen and sophomores. Three credits, either semester.

101. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, first semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to all classes. Three credits, first semester. Not offered 1969-70.

104. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and the minor poems, with attention to English culture of the Medieval period. Prerequisite: English 101, or permission of the instructor. Three credits, first semester. Not offered 1969-70.

105, 106. SHAKESPEARE. First semester, the major comedies, historical plays, and sonnets; second semester, the major tragedies. Primarily for juniors and seniors. (English majors should have had English 101.) Three credits each semester.

107. UNIVERSAL THEMES IN BIBLICAL AND CLASSICAL LITERATURE. Our heritage from the Judaeo-Christian and Graeco-Roman traditions: stories, characterizations, ideas, and phrasing which have entered deeply into our literature and are recurrent in the twentieth century in allusion, symbolism, technique. Open to freshmen. Three credits, first semester.

111. ENGLISH LITERATURE FROM MILTON TO THE ROMANTICS. Significant works in the development of English literature from Milton through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Three credits, second semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of imagination, science, and religion in the thought of these poets. Prerequisite: English 101 or English 103, and English 111, or permission of the instructor. Three credits, first semester. Not offered 1969-70.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. Not offered 1969-70.

121. ENGLISH LITERATURE, 1800-1900. Works representative of important cultural developments from Wordsworth to Shaw. Three credits, first semester.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Prerequisite: English 121, or permission of the instructor. Three credits, second semester. Not offered 1969-70.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, first semester.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, and Frost. Prerequisite: English 121, or permission of the instructor. Three credits each semester.

128. TWENTIETH CENTURY LITERATURE. A study of the tension of form and formlessness in the writer's attempt to articulate reality. Reading in such authors as Conrad, Lawrence, Faulkner, Yeats, Joyce, and Eliot. Three credits, first semester.

131. ADVANCED EXPOSITION. Emphasis upon diction, usage, and sentence structure; and on the organization of longer writings. Required of all majors, preferably not later than second semester of the sophomore year. Open to freshmen only by permission of the department. Three credits, first semester.

133. WORKSHOP IN ELEMENTS OF IMAGINATIVE WRITING. Composition of fiction and poetry. Writing assignments will be designed to help the student gain facility with the elements of these two forms. Class discussion will center on the student's own works. Not open to freshmen except by permission of instructor. Three credits, first semester.

134. ADVANCED IMAGINATIVE WRITING. Designed to give students with ability and interest an opportunity to work on advanced projects in poetry or fiction. Emphasis on developing the direction of the individual student's talents. The course will alternate, concerning itself one year with fiction, another year with poetry. 1968-69: poetry. 1969-70: fiction. Prerequisite: 133 or permission of instructor. Three credits, second semester.

135. A SEMINAR IN PRINCIPLES OF LITERARY CRITICISM. A seminar designed to develop the student's critical abilities and heighten her appreciation of literature by the study of literary theory and critical method in selected works by Plato, Aristotle, Horace, Longinus, Pope, and Coleridge, and by application of critical principles. Open to juniors and seniors. Three credits, second semester.

136. TRAGIC MODES. An exploration of the tragic patterns and their forms of expression in such works as Aeschylus, *The Oresteia;* Sophocles, the Theban plays; Euripides, *The Bacchae; Job; Luke;* Shakespeare, *Hamlet* and *Lear;* Milton, *Paradise Lost;* Ibsen, *Peer Gynt;* Conrad, *Lord Jim;* O'Neill, *Mourning Becomes Electra;* Camus, *The Myth of Sisyphus* and *Caligula;* Kafka, *The Trial.* Primarily for juniors and seniors. Open to others by permission of the instructor. Three credits, second semester. Not offered 1969-70.

138. INTRODUCTION TO LINGUISTICS. An introduction to the concerns of linguistics, its theories and applications, designed to meet the following goals: (1) to provide the student of English with a better understanding of the history, nature, and functions of her language, and with the necessary linguistic tools for furthering that understanding; (2) to provide the prospective teacher of English with the necessary understanding of the current linguistic approaches to the teaching of grammar, literature, composition, and speech. Three credits, first semester.

152. A SERIES OF SEMINARS WHICH MAY LEAD TO THE TUTORIAL. Advanced, largely independent studies in particular problems in literature. Open to qualified junior and senior majors only. Should be elected by juniors preferably in second semester of the junior year. Any qualified junior or senior may, however, elect a seminar in any or all semesters. Three credits, either semester. In first semester, sections will consider Comic Modes, and Hawthorne and James; in second semester, sections will consider Southern American writers, Myth, Poet-Critic, and Advanced Exposition.

100. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. Designed to explore further the cultural developments noted in English 125, 126 and History 163, 164, this course is centered in major works from William Bradford to Dos Passos. Required of all junior American Studies majors. Open to English majors who wish to write a tutorial essay in American Literature and to other qualified upperclassmen by permission. Three credits, second semester.

205. TUTORIAL IN ENGLISH. Follows from any of the series of seminars, 152, and adds three credits to three credits earned in the seminar where the tutorial has been started.

FRENCH

See Modern Languages, page 74.

GERMAN

See Modern Languages, page 77.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department plus one semester of historiography and the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise indicated are open to upperclassmen, and to freshmen after consultation with the instructor.

1 to 8. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 42.

001. WESTERN CIVILIZATION: THE HISTORY OF ITS FORMATION. Principal developments of Western Civilization from its origins to the seventeenth century. By analyzing and interpreting political, religious, cultural, social, and economic movements, the course aims at explaining the formation of our civilization as a distinct historical phenomenon. The class work includes discussions of outside readings. Three credits, first semester.

002. WESTERN CIVILIZATION: THE HISTORY OF ITS MODERNIZATION. The breakdown of traditional forms of our civilization under the impact of modern changes. By analyzing and interpreting developments since the seventeenth century to the present, the course aims at explaining the emergence of Western Civilization in new forms, both in Europe and overseas. The class work includes discussions of outside readings. Three credits, second semester.

003. WESTERN CIVILIZATION: THE ANCIENT WORLD THROUGH THE BEGINNING OF THE MIDDLE AGES. The cultural history of Egypt, the Jews, Greece, and Rome, including early Christian life and thought, Byzantium, and Islam. Interpretive lectures will introduce weekly class discussions based upon guided reading both in primary sources and scholarly studies. Three credits, first semester.

004. WESTERN CIVILIZATION: THE MEDIEVAL WORLD THROUGH RENAISSANCE AND REFORMATION. The growth of European traditions from the age of Charlemagne to the close of the Reformation era. While surveying the general development of the

Christian West, special emphasis will fall upon social and intellectual history. Interpretive lectures will introduce weekly class discussions based upon guided reading both in primary sources and scholarly studies. Three credits, second semester.

005. WESTERN CIVILIZATION: THE AGE OF REASON AND THE CENTURY OF ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of Eighteenth Century men as it was reflected in their political, social and economic writings and activities. Time will be allotted for class discussion of major problems and themes based upon reading of documents and interpretive literature. Three credits, first semester.

006. WESTERN CIVILIZATION: FROM THE NAPOLEONIC WARS TO THE PRESENT. A general survey of Western Civilization since the defeat of Napoleon. Attention will focus primarily upon political and economic developments, and upon the cultural and intellectual impact of these developments. Time will be allotted for class discussion of major problems and themes based upon reading of documents and interpretive literature. Three credits, second semester.

007. WESTERN CIVILIZATION: THE HISTORY OF ITS EXPANSION IN AMERICA. Early American history in the perspective of early modern European history. Emphasis is on parallel developments in Europe and America that have meaningful connections and which illustrate the historical process and the method through which the historian works. Discussions of collateral readings are an integral part of the course. Three credits, first semester.

008. WESTERN CIVILIZATION: THE HISTORY OF ITS MORE RECENT DEVELOPMENT IN AMERICA AND EUROPE. Transition from an agrarian to an urban, industrial society on both sides of the Atlantic. The continuing transit of European culture to America; U.S. expansion overseas and the entrance of the United States into the world balance of power; the conflict between 20th century democracy and totalitarianism. Discussions of collateral readings are an integral part of the course. Three credits, second semester.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development

of the Greeks; arts and archaeology of the period. Three credits, first semester. Not offered 1969-70.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Not offered 1969-70.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester.

113. RENAISSANCE AND REFORMATION. The decline of the Christian West from the time of Dante through the close of the Thirty Years' War; among the topics studied will be the papal schism and the conciliar movement, both Italian and northern humanism, the formation of the modern state system, with special attention given to both Protestant and Catholic reformations. Three credits, second semester. Not offered 1969-70.

114. HISTORY OF EUROPE FROM 1648 TO 1815. A study of the Age of Enlightenment, with particular emphasis placed upon the major proponents of the dominant intellectual concepts of the age. Attention will be given to the impact of the Enlightenment and to the major attacks directed against its assumptions. As the cultural and intellectual center of Europe in this age, France is the main focal point of this course. Three credits, second semester. Not offered 1969-70.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester.

133. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning with exploration, acquisition and settlement of colonies, the course will focus on the evolution of British colonial policies, and the adoption and growth of British institutions and ideas throughout the Empire. Major attention will be given to the North American colonies, but they will be placed within the broader context of the Empire as a whole. Three credits, first semester. Not offered 1969-70.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. Continuing the general emphasis of the first semester, with additional attention given to changing British attitudes toward the Empire, its dissolution and current Commonwealth developments. A dual focus upon the colonies of settlement and the colonies of exploitation. Three credits, second semester. Not offered 1969-70.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Not offered 1969-70.

152. HISTORY OF SOVIET RUSSIA. The crisis and collapse of the Tsarist regime, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, first semester.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors and the study of selected historical problems. Three credits, first semester.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and the problem approach to recent United States history. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Not offered 1969-70.

165. HISTORY OF THE AMERICAN REVOLUTION, 1763-1787. This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Three credits, second semester.

166. HISTORIOGRAPHY. A study of the development of historical thought based on the selected writings of the great historians. Also includes techniques of historical investigation and research and preliminary training for the work of the senior tutorial. Three credits, second semester.

100. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. Designed to explore further the cultural developments noted in English 125, 126 and History 163, 164, this course is centered in major works from William Bradford to Dos Passos. Required of all junior American Studies majors. Open to English majors who wish to write a tutorial essay in American Literature and to other qualified upperclassmen by permission. Three credits, second semester.

170. SPECIAL TOPICS IN HISTORY: SEVENTEENTH CENTURY ENGLISH REVOLUTION. A seminar involving readings and discussion of historical literature dealing with the English Revolution and research into selected problems. Permission of instructor. Three credits, first semester.

170. SPECIAL TOPICS IN HISTORY: SEMINAR IN MIDDLE EUROPE. An area study of Europe's so-called Middle Zone between Germany and Russia which comprises present-day Poland, Czechoslovakia, Austria, Hungary, Rumania, Yugoslavia, and Bulgaria. The process of nation building from early 19th century through World War I; the era of independence between the two World Wars; the Soviet sphere of influence since World War II. Following an investigation of general problems, students will concentrate their readings on one country of the area. Three credits, second semester.

182. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to western civilization and communism. Three credits each semester.

203-204. TUTORIAL. Three credits each semester.

MATHEMATICS

Students majoring in mathematics are expected to complete, as a minimum, the tutorial and the following eight courses in mathematics: Mathematics 1-2, 105, 108, 109, 110, 121, and 131. In addition to electives available in the Department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program. Permission for such enrollment must be obtained from the department chairman and the Executive Dean. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

1. ELEMENTARY MATHEMATICS-PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester.

2. ELEMENTARY MATHEMATICS-PHYSICS II. A continuation of Elementary Mathematics-Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

5. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem

solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, first semester.

6. INTRODUCTION TO MODERN MATHEMATICS II. Topics determined by interests of participants. Emphasis on reasoning by analogy. Possible topics include algebraic structure of the integers and of polynomial functions over a field. Prime elements and divisibility theory. Diophantine equations. Algorisms and calculation techniques. Abstractions from the integers and polynomial functions. Prerequisite: Mathematics 5 or equivalent. Three credits, second semester.

10. ELEMENTARY STATISTICS. Introduction to data-processing machinery. Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, either semester.

15, 16. PROBLEM SEMINAR. Participants in this seminar will meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Freshmen and sophomores are especially encouraged to participate. One credit, either semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, first semester. Not offered 1969-70.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 2. Three credits, first semester. Not offered 1969-70.

108. LINEAR ALGEBRA. Systems of linear equations. Vector spaces. Linear transformations and matrices. Introduction to spectral theory. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, second semester.

109, 110. ADVANCED ANALYSIS I, II. Topology of R^n. Limits, continuity, differentiability. The Riemann integral. Functions of several variables. Uniform convergence, infinite series, Taylor series. Improper integrals, multiple integrals. Differential geometry and vector calculus. Introduction to functions of a complex variable. Prerequisite: Mathematics 121. 109, three credits, second semester; 110, three credits, first semester.

121. MATHEMATICS-PHYSICS III. Application of concepts and techniques of mathematical analysis is made to the study of sound and heat. Limits, the mean-value theorem, Taylor polynomials, logarithmic and inverse circular functions, integration, and partial differentiation are considered and application of analysis is made to physical problems including the study of vibrating systems, waves, calorimetry, and thermodynamics. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 2 or equivalent. Five credits, first semester.

122. MATHEMATICS-PHYSICS IV. Line integrals, surface integrals, topics in analytic geometry, and elements of the theory of linear differential equations are considered in connection with the study of geometric optics, magnetism, electricity, and electro-magnetic phenomena. Four lecture-discussion periods and one optional two-hour laboratory meeting per week. Prerequisite: Mathematics 121. With laboratory: five credits; without laboratory: four credits. Second semester.

131, 132. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisites: Mathematics 105, 108, and 109. Three credits, each semester. 131, first semester; 132, not offered 1969-70.

133, 134. MATHEMATICS SEMINAR. A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the Department. Staff members and enrolled students will meet once weekly for discussions. Enrollment by permission of the Department staff. One credit, either semester.

203-204. TUTORIAL. Three credits each semester.

MODERN LANGUAGES

The College Language Requirement. The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.
4. A score of 600 on the College Board Achievement tests in languages.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated with the formal classroom experience. Scheduled laboratory hours are required at the elementary and intermediate levels and laboratory hours are available for advanced classes.

Study Abroad. Language majors may earn credits by participating in approved summer or junior-year-abroad programs offered by numerous colleges and universities throughout the country.

FRENCH

All courses are given in French.

Qualified freshmen and upperclassmen (those who have completed French 4 or the equivalent) who do not intend to major in French, but who wish to pursue a course in French literature, may take French 131 without additional prerequisites. If the student should later decide to major in French, this course may be offered as credit towards the major in lieu of French 134.

Freshmen and upperclassmen who have completed French 4 or the equivalent may also take one or another of the advanced language courses, 104, 105 and 106.

Literature courses numbered 111 through 130 may be taken concurrently with, but not prior to, 105, 106.

Requirements for a Major. Students majoring in French will take a minimum of 30 hours in French language and literature, including six credits in the tutorial. The beginning and intermediate courses (1-2 and 3, 4) are not considered part of the major.

Courses 104, 105, 106, 111, 132, 133 and 134 are required of majors. Those, however, who are able to demonstrate proficiency in one or more of these courses may, with the permission of the department, be exempted from them.

Majors will observe the following sequence of courses, except under unusual circumstances: Freshmen, 105, 106; Sophomores, 104, 111; Juniors, 132, 133; Seniors, 134 and the tutorial.

Literature courses numbered 111 through 130 may be taken *prior* to the three-semester course, The French Literary Tradition.

Students who are placed in French 3 or 4, as determined by a special examination given at the beginning of the freshman year, may fulfill the major requirements by doubling up in the sophomore year.

Basic Language Courses

1-2. BEGINNING FRENCH. The fundamentals of speaking, reading and writing. The audio-lingual approach is stressed. Classes meet four hours a week plus one hour of laboratory. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Improvement of one's command of spoken and written French through a review of grammar, along with readings in aspects of French civilization and representative literary texts. Classes meet three hours a week plus one hour of laboratory. Prerequisite: French 1-2 or equivalent high school training as determined by a placement examination given at the beginning of the freshman year. Three credits each semester.

Advanced Language Courses

104. GRAMMAR AND COMPOSITION. An intensive course in written French, emphasizing the finer points of grammar and style. Translation from English texts and free composition. Prerequisite: French 4 or equivalent. Three credits, first and second semesters.

105, 106. PRONUNCIATION AND CONVERSATION. An intensive course in spoken French. The first semester is devoted mainly to giving the student an acceptable French pronunciation; the second, to improving her fluency. Prerequisite: French 4 or equivalent. Either semester may be taken independently. Three credits each semester.

Literature and Civilization Courses

111. FRENCH CIVILIZATION. The social, artistic, cultural and political background of modern France. Slides and musical selections from representative composers are used to supplement readings and lectures. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

113. THE SEVENTEENTH CENTURY THEATER. A study of selected works of Corneille, Racine and Molière. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1969-70.

117. THE "PHILOSOPHES". A study of the works of such Age of Enlightenment figures as Montesquieu, Voltaire, Diderot and Rousseau from the point of view of their contribution to the shaping of the modern world. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

122. THE SYMBOLIST AND PARNASSIAN POETS. A close analysis of the poetic techniques of Lautréamont, Baudelaire, Laforgue, Verlaine, Leconte de Lisle, Rimbaud, Mallarmé and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester.

123. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Mérimée, Zola and de Maupassant. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

126. THE CONTEMPORARY NOVEL. Selected novels of Proust, Gide, Colette, Mauriac, Romains, Sartre, Camus and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1969-70.

127. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre and Camus. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1969-70.

130. SEMINAR. Studies in particular areas of French literature or thought. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1969-70.

131. THE FRENCH LITERARY TRADITION IIIa. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the Nineteenth Century Romantics, Realists, Symbolists and Parnassians, and of the leading authors and intellectual movements of the Twentieth Century. May be offered as credit towards the major in lieu of French 134. Prerequisite: French 4 or equivalent. Three credits, first and second semesters.

132, 133, 134. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. A three-semester course to be taken in sequence. Literary tradition I, the Middle Ages and the Renaissance. Literary tradition II, the Classical Period and the Age of Enlightenment. Literary tradition III, Romanticism, Realism, Symbolism, the Parnassians and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 104, 105, 106 and 111 (104 and 111 may be taken concurrently). Three credits each semester. 132 not offered 1969-70. 133, first semester; 134, second semester.

141, 142. INDEPENDENT STUDIES. With the consent of the department. Three credits each semester.

152. SEMINAR: THE FRENCH ART SONG. A study of the history, development and repertory of the nineteenth and early twentieth century "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Prerequisite: two years of French. Three credits, first semester. Not offered 1969-70.

203-204. TUTORIAL. Three credits each semester.

GERMAN

Requirements for a Major. Students majoring in German are expected to take a minimum of thirty hours of German, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101 and 102 are required of all majors.

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken and written German. Readings in scientific German available for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Old High German period to the present. First semester: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, and Classicism. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures and discussions are in German; papers and examinations may be written in German or English. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic German. Prerequisite: exemption of language requirement in German and permission of department. Three credits, first semester. Not offered 1969-70.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 101, 102 or permission of department. Three credits, first semester. Not offered 1969-70.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102 or permission of department. Three credits, second semester.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Kafka, Frisch and Böll. Prerequisite: German 101, 102 or permission of department. Three credits, second semester. Not offered 1969-70.

130. SEMINAR. Studies in particular areas of German literature or culture. Prerequisite: German 101, 102. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently, writes papers and may be given oral and/or written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 or permission of department. Three credits in any one of the following areas:

A—The German Novelle.

B—Lyric Poetry from the Classical Age to the present.

C—The Drama in the Nineteenth Century.

D—The Drama in the Twentieth Century.

203-204. TUTORIAL. Three credits each semester.

RUSSIAN

1-2. BEGINNING RUSSIAN. The fundamentals of speaking, reading, and writing; pronunciation, basic grammar, and vocabulary building. The conversational approach is stressed. Three credits each semester.

3, 4. INTERMEDIATE RUSSIAN. Readings in Russian culture, civilization, and the major writers. Conversational approach to the readings is stressed. Grammar review. Prerequisite: two years of secondary school Russian or Russian 1-2. Three credits each semester. Not offered 1969-70.

5. GRAMMAR AND COMPOSITION. An intensive course in written Russian including a complete review of Russian grammar. Translation from Russian texts and free composition. Prerequisite: Russian 4 or equivalent. Three credits, first semester.

6. COMPOSITION, GRAMMAR, AND CONVERSATION. This course has two aspects. It includes intensive study of the finer points of Russian grammar and exercises in translation and free composition. It also includes intensive exercise of Russian conversation aiming to increase the student's fluency and oral command of the language. Prerequisite: Russian 104 or permission of the department. Three credits, second semester.

101, 102. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. First semester: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Second semester: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the text and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: three years of secondary school Russian or Russian 3, 4. Three credits each semester. Not offered 1969-70.

112. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoievsky. Three credits, first semester.

113. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitzin, Gladkow, and prose writings of the Symbolist movement. Three credits, second semester.

SPANISH

Requirements for a Major. Students majoring in Spanish are expected to take a minimum of thirty hours of Spanish, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors.

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic Spanish, and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Three credits, first semester.

106. HISPANIC CIVILIZATION. The social, political, cultural and artistic development of the Hispanic nations, including Portugal and Brazil. Lectures and discussions in English with separate reading lists in Spanish and/or Portuguese for language majors. Prerequisite: exemption of the language requirement in Spanish or permission of department. Three credits, second semester.

109. SPANISH AMERICAN LITERATURE. The course stresses the most significant literary works of Spanish American literature as a whole and those singular to the various Spanish-speaking countries in Latin America. Special emphasis is placed on the Colonial and Revolutionary Periods and also on the Romantic literary theories and the realist novel. Some of the writers discussed from these movements are B. Diaz del Castillo, Sor Juana Inés de la Cruz, Echeverría, Zorrilla de San Martín, Mármol, Isaccs, F. Sarmiento, and Fernández de Lizardi. Modernism and the Contemporary Periods are also discussed. Included are Gabriela Mistral, Pablo Neruda, and Borges. Readings, lectures, and class discussions are conducted in Spanish. Prerequisite: Spanish 101, 102. Three credits, first semester. Not offered 1969-70.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderón de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. Not offered 1969-70.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdós. Prerequisite: Spanish 101, 102. Three credits, first semester.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, García Lorca, A. Machado, J. R. Jiménez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. For the well-qualified student (primarily juniors and seniors) who has suitable preparation for the study of specific literary topics which are not included in a scheduled course. Independent readings with weekly conferences with the instructor. Written papers and/or examinations will be determined on the basis of the course material. Prerequisite: Spanish 101, 102 and permission of department. Three credits either semester.

152. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Topic for 1968-69: "La literatura fantástica de la Argentina contemporánez," to include such authors as Borges, Cortázar, Bioy Casares and Lugones. Three credits, second semester. Not offered 1969-70.

203-204. TUTORIAL. Three credits each semester.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one-half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 126.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. ADVANCED HARMONY. Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Not offered 1969-70.

141, 142. INDEPENDENT STUDIES. Advanced work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester.

203-204. TUTORIAL. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

PERFORMANCE: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

APPLIED MUSIC

(Individual Instruction)

17, 18. VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

27, 28. PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

37, 38. ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

47, 48. VIOLIN I, II, III, IV. Development of musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

57, 58. VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

OTHER ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester. Not offered 1969-70.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Not offered 1969-70.

103. MUSIC THROUGH THE RENAISSANCE. An introduction to music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony and the vocal and instrumental music of the Renaissance. Three credits, first semester.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Not offered 1969-70.

117. THE VIENNESE CLASSICAL PERIOD: HAYDN, MOZART, BEETHOVEN. A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. Not offered 1969-70.

118. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester.

152. SEMINAR: THE FRENCH ART SONG. A study of the history, development and repertory of the nineteenth and early twentieth century "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Prerequisite: two years of French. Three credits, first semester. Not offered 1969-70.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy 151, 152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

151, 152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 44.

153. ASIAN PHILOSOPHY. See Basic Curriculum, page 44.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. Not offered 1969-70.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. Not offered 1969-70.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Not offered 1969-70.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. Not offered 1969-70.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, second semester.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Not offered 1969-70.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, first semester.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester.

120. CRITICAL REASONING. Analysis of the reasoning process to clarify what reasoning is and to provide principles and insights which may help the student to reason more soundly. Case studies in reasoning drawn from a variety of subject matters are used to illustrate and test the principles and distinctions developed in the analysis. Two hours of theory, one hour of case studies. Three credits each semester. Not offered 1969-70.

122. PHENOMENOLOGY AND EXISTENTIALISM. A critical examination of the origin, development, and validity of the phenomenological method and of existential philosophies of man, knowledge, values, and society. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester.

152. SEMINAR: SELECTED THEMES AND PROBLEMS IN PHILOSOPHY. An advanced course which investigates in some detail specific problems and themes, or in some instance individual philosophers. Prerequisites: Philosophy 151 and consent of the instructor. Three credits, second semester.

203-204. TUTORIAL. Three credits each semester.

RELIGION

903. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Open to freshmen with approval. Three credits, first semester. Not offered 1969-70.

904. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Biebuhr. Open to juniors and seniors, and to sophomores with approval. Three credits, second semester.

905. THEOLOGICAL ETHICS. A critical examination of the tradition of Christian ethics, focusing on contemporary theories of the self, the problems of ethical criteria, and selected issues in politics, economics, vocation, sex, and education. Open to sophomores, juniors, and seniors. Three credits, first semester.

50. PHENOMENOLOGY OF RELIGION. An examination and omparison of some of the major themes and categories in the religious hought of East and West. Topics such as Ultimate Reality, man, his- ory, salvation, knowledge, etc., will be studied. To be conducted as seminar for freshmen. Three credits, first semester.

52. SEMINAR IN THEOLOGICAL ETHICS. In 1969-70, Im- ortant Cases in Ethics: an analysis of various ethical problems of articular contemporary significance. Topics will include sexuality and he ethics of sex, medical ethics, and the ethics of war, violence, and evolution. Three credits, second semester.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore ear to have fulfilled four semesters (four credits) of work n physical education. One semester (one credit) must be aken in the area of Dance and one semester (one credit) in he area of Aquatics. These areas may be exempted by a per- ormance test. The remaining two credits may be elected rom any departmental course offerings.

A physically restricted student is required to have a tatement and medical record which must be submitted by her hysician to the Chatham College Health Services within the irst four weeks of the semester. The College physician makes he final decision concerning the student's physical ability or imitation. Activities for restricted students are planned with he approval of the College Health Services. Such students egister for P.E.63, 64.

Each student enrolled in a sports class must wear a reg- lation gymnasium costume, white socks and sneakers. These arments may be purchased from the bookstore. Swimming uits, leotards, towels, lockers, locks, and all sports equipment xcept tennis rackets are provided by the College.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

51—Swimming (Beginning)
52—Swimming (Intermediate)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

40—Basic Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)
46—Modern Dance (Intermediate Dance II)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

11—Archery
13—Badminton
15—Bowling
16—Fencing (Beginning)
17—Fencing (Intermediate)
18—Golf
18S—Golf
20—Self-Defense
22—Tennis (Beginning)
23—Tennis (Intermediate)
31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

Body mechanics
Recreational games and activities
Aquatics

Facilities and equipment are provided by the College for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. See Basic Curriculum, page 42.

121, 122. MATHEMATICS-PHYSICS. See page 73.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. 105) and the tutorial.

101. AMERICAN POLITICAL PROCESS. See Basic Curriculum, page 42.

105. WORLD ISSUES. See Basic Curriculum, page 43.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester.

111. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester.

112. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester.

115. POLITICAL PARTIES AND ELECTORAL BEHAVIOR. A study of American political parties in terms of their organizational, governmental, and electoral context. The course will focus on the role

parties have played in terms of political choice, partisanship, and leadership in the American political system. Special attention will be given to the revision of democratic theory in light of empirical studies on parties and electoral behavior. Three credits, second semester.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester.

117. STATE AND LOCAL POLITICS. An examination of the structures, functions and politics of American state governments and their county, city, and special district subdivisions. The position of the state within the federal system and evolving patterns on intergovernmental relationships are particularly considered. Metropolitan governments are examined as a particular problem area. Three credits, first semester.

125. COMPARATIVE POLITICS OF WESTERN EUROPE. A comparative study of the major political systems of Western Europe. The course will examine systemic and middle-level theoretical approaches to the study of comparative politics. It will then focus on cross-national comparisons of political structures and functions as well as historical developments of the political systems of England, France, and Germany. Three credits, first semester.

130. NATIONALISM AND REVOLUTION. The course will provide a framework for analyzing the phenomena of revolution and nationalism. There will be several case studies of modern examples of nationalism and revolution including China, Cuba, Malaya, Viet Nam, Nigeria, and Iran. Three credits, second semester.

131. PHILOSOPHY OF BEHAVIORAL SCIENCE: EXPLANATION. Exploration of the character of theories in political science, sociology, anthropology and history; relations of social to natural sciences; needs and problems of data language; particular emphasis on role of explanation in behavioral science. Prerequisite: course work in any of the social sciences. Three credits, first semester. (Same as Sociology-Anthropology 131.)

132. PHILOSOPHY OF BEHAVIORAL SCIENCE: VERIFICATION. Use of conceptual tools of research, experimentation and verification; relation of experiments and field work to explanations and theories in political science, sociology and anthropology. Prerequisite: Same as 131. Three credits, second semester. (Same as Sociology-Anthropology 132.)

133. COMPARATIVE POLITICAL DEVELOPMENT. This course will be concerned with the political process in the "non-western" world, .e., the developing nations of Africa, Asia, and Latin America. Considerable emphasis will be placed on the theories of political development as well as an examination of various polities ranging from pre-ndustrial states to contemporary independent nations. Topics covered will include the types of political organizations, their role in the politics of new states, problems and types of leadership including charismatic, bureaucratic, political, and military. Finally, the course will examine the phenomenon of social change including revolution in all its various aspects. Open to juniors and seniors and qualified sophomores with permission of instructor. Three credits, first semester.

135. AMERICAN POLITICAL THOUGHT. An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits. Not offered 1969-70.

137. THE DEVELOPMENT OF MODERN WESTERN POLITICAL THOUGHT. A survey and analysis of the major thinkers and basic political ideas associated with the development of the modern nation-state. The course begins with Machiavelli and focuses on More, Calvin, Luther, Hobbs, Locke, Rousseau, Burke, Bentham, Hegel and Marx, men whose ideas are reflected in the intellectual framework of modern politics. Three credits. Not offered 1969-70.

141, 142. INDEPENDENT STUDY. To be given only with the permission of the instructor. Three credits.

155. SEMINAR. Marxism. An examination of classical Marxist and revisionist conceptualizations of the philosophy of history, progress, the structure of society, revolution and human nature. Three credits, first semester.

185. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. Three credits, second semester.

186. ASIAN POLITICS. An examination of the forces shaping contemporary political systems of Asia. Ideological, ethnic, racial and religious factors shaping politics in the area will be emphasized as will various alternative means used to arrive at change within Asian political systems. In any semester, the course will focus on South, Southeast, or East Asia. Three credits, second semester.

203-204. TUTORIAL. Three credits each semester.

PSYCHOLOGY

Students majoring in Psychology are expected to take a minimum of 26 credits in Psychology courses, in addition to Psychology 1 and 2. Required courses include 105, which prospective majors should complete by the end of their sophomore year; 118, 132; and 203-204. In addition, majors must choose one course from each of the following three groups: Group A: 108, 109, 110; Group B: 111, 113, 120; Group C: 124, 126. Courses in Groups A, B, and C have both lecture sections (3 credits) and laboratory sections (1 credit). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section. Students completing 105 in their freshman year are urged to complete 118 and at least one of their laboratory courses in their sophomore year. Unless otherwise noted, Psychology 1-2 is prerequisite to all other courses. No course is restricted to majors only.

1-2. GENERAL PSYCHOLOGY. See Basic Curriculum, page 42.

105. ELEMENTARY STATISTICS. Should be elected during the freshman or sophomore year by students planning to major in psychology. Three credits, either semester. Same as Mathematics 10, page 72. Required of all majors.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Prerequisite: Psychology 105 or Mathematics 5. Three credits, second semester. Not offered 1969-70.

108. LEARNING. (Group A). *Lecture:* An examination of learning processes, simple and complex, including classical and instrumental conditioning, discriminaton learning, verbal learning, problem-solving, transfer, and retention. The course deals with the role of motivation, reward and punishment, task varia bles, and with theories of learning. Both animal and human work are considered. Three credits, first semester.

Laboratory: Designed to familiarize students with the methodology and analysis of research in learning. Animal and human experiments are conducted. One credit, first semester.

109. PERCEPTION. (Group A). *Lecture:* An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Three credits, second semester.

Laboratory: Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. One credit, second semester.

110. MOTIVATION. (Group A). *Lecture:* A survey of the concepts and data related to the arousal and direction of behavior. Three credits, second semester.

Laboratory: Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. One credit, second semester.

111. SOCIAL PSYCHOLOGY. (Group B). *Lecture:* A survey of human and animal behavior in social contexts. Prerequisite: Psychology 1-2 or Sociology 103. Three credits, first semester.

Laboratory: Field studies and laboratory experiments on behavior in social situations. One credit, first semester.

113. PERSONALITY. (Group B). *Lecture:* A survey of the modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Three credits, first semester.

Laboratory: Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. One credit, first semester.

118. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Prerequisite: Mathematics 10 or equivalent. Three credits, first semester. Required of all majors.

120. BEHAVIOR PATHOLOGY. (Group B). *Lecture:* A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Three credits, either semester.

Laboratory: Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. One credit, either semester. Nonmajors must obtain the consent of the instructor to register for the laboratory.

124. DEVELOPMENTAL PSYCHOLOGY. (Group C). *Lecture:* Behavioral development in children from birth to middle childhood, with reference to empirical data from both human and subhuman organisms. Emphasis will be placed on the biological and environmental factors influencing the development of perceptual, cognitive, and linguistic processes, motivational systems, personality organization, and social interaction. Three credits, first semester.

Laboratory: Discussions of child study methodology. Individual student projects involving controlled observational or experimental studies of the behavior of young children. One credit, first semester.

Note: This course will not be offered in 1969-70. Students wishing to enroll in similar course should register for C675 at Carnegie-Mellon University, second semester, following discussion with advisor.

126. PHYSIOLOGICAL PSYCHOLOGY. (Group C). *Lecture:* Lectures, group discussion, demonstrations, and field trips directed toward teaching the basic principles of brain structure, organization and function, the interdependencies between the nervous and the endocrine systems and the fundamental relationships between brain and behavior. This is a survey course of the physiological and biochemical bases of behavior in animals and humans. Prerequisite: Biology 1-2 or Psychology 1-2. Three credits, first semester.

Laboratory: Laboratories are held at the Veterans Administration Hospital, Leech Farm Road. Basic surgical techniques for electrode implant and other operations will be taught. Brain dissection and slide preparation will be taught. Rats will be physiologically manipulated and the resulting behavior observed. One credit, first semester.

130. SPECIAL TOPICS: Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Three credits, either semester. Students may request individual faculty members to use this course for a topic which they suggest. The special topic of Sigmund Freud's theory will be covered first semester, 1969-70.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized.

Required of junior psychology majors. Major emphasis is on preparation of plans for Tutorial research. Non-majors may register with the consent of the department. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Three credits, second semester.

203-204. TUTORIAL. Three credits each semester.

Russian

See Modern Languages, page 79.

Spanish

See Modern Languages, page 80.

SOCIOLOGY—ANTHROPOLOGY

The purpose of the Department is to expand, deepen and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities and transformations of socio-cultural systems in space and time. The Department has special interests in urban-dominated Euro-American and Third World ways of life.

The purpose of the major program is to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology and familiarity with the concepts and techniques of research strategies and verification of theory in behavioral science.

The Program for Majors

A minimum of 30 hours in sociology and anthropology, including a tutorial program and statistics, and, in addition, six hours in related courses. Required for all majors: 901 and 902; 103, 131, 132, 134; Mathematics 10 (Elementary Statistics).

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis are requirements for graduate study.

Courses in Sociology: Emphasis on Urban-Industrial Societies

103. ELEMENTS OF SOCIOLOGY. Major sociological approaches to urban-industrial society: cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Open to sophomores or above. Three credits.

106. DEVIANT BEHAVIOR AND SOCIAL PROBLEMS. Social conditions giving rise to deviance in urban-industrial societies, with particular reference to problems of crime, delinquency, drug addiction, alcoholism, suicide. Open to freshmen. Three credits. Not offered 1969-70.

116. COMPLEX ORGANIZATIONS AND INDUSTRIAL SOCIETY. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations; and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Three credits, first semester. 103 recommended. Not offered 1969-70.

123. POLITICAL SOCIOLOGY AND COLLECTIVE BEHAVIOR. Social bases of political preferences, influence, and power; mass communications processes in the structuring of political opinion; development of social protest and political action movements in urban-industrial societies. Three credits. 103 recommended. Not offered 1969-70.

124. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities and inequalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester.

150. SOCIAL INSTITUTIONS: HEALTH AND WELFARE. Social and governmental bases for development of health and welfare institutions in 20th century America. Open only to sophomores or above. Three credits. Not offered 1969-70.

151. SOCIAL INSTITUTIONS: SCIENCE AND EDUCATION. The social organizations of science and education, and their interrelationships, in America and some other Western societies. Open only to sophomores or above. Three credits. Not offered 1969-70.

Courses in Anthropology:

Emphasis on Non-Western, Pre-Industrial, and Developing Societies

901. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester.

902. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. 901 recommended but not as a prerequisite. Three credits, second semester.

905. POLITICAL ANTHROPOLOGY. An ethnological survey of the rise of political society. When, where and under what conditions can we discern the emergence of "social stratification," "law" and "the state?" Can these be said to be *new* developments? What are the main contrasting arguments? Registration limited to majors in the Division of Social Relationships and by permission of the instructor. Three credits, second semester.

911. SEMINAR: ASIAN PEOPLES AND CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in Northern, Central and South Asia. Prerequisite: 901 or 902 or permission of the instructor. Three credits, second semester.

912. LATIN AMERICAN CULTURES. Analysis of varieties and uniformities in the institutions, and ways of life of selected human communities and racial-ethnic universities of Latin America. 901 or 902 recommended but not a prerequisite. Three credits, first semester.

921. SEMINAR: ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: 901 or 902 or permission of the instructor. Three credits, second semester.

930. PEOPLES AND CULTURES OF SOUTHEAST ASIA. Analysis of varieties and uniformities in the ways of life of selected human communities in Southeast Asia. Prerequisite: 901 or 902 or permission of the instructor. Three credits, second semester. Not offered 1969-70.

941, 942. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester.

Courses in Anthropology-Sociology: Emphasis on Comparative Cultural and Institutional Approaches and Methodology

108. URBAN COMMUNITY AND SOCIETY. Ethno-historical analysis of the rise of urban culture. Review of concepts: the city as myth, as exercise in idealism. The urban milieu as locus of differential mobility and access to power by groups, minorities, blocs. 103 or 901 or 902 recommended. Three credits. Not offered 1969-70.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: 103 or 902. Three credits, first semester.

119. AFRO-AMERICANS: AN URBAN PERSPECTIVE. Analysis of the major socio-cultural processes of racial and ethnic groups with emphasis on Afro-Americans in urban America. The specific objective is to explore tactics and strategies used by urban-industrial society to plan for social change (e.g., anti-poverty programs, civil rights and black power movements, new types of grassroots organizations). Open to freshmen. Three credits, second semester.

126. SOCIOLOGY OF RELIGION. Study of major theories and analytic issues in the institutional approach to religion; religion and religious movements in relation to economic change and politics; religious trends, particularly secularization, in modern Euro-American societies, with special reference to Britain and the United States. Prerequisite: 103 or 902 or permission of the instructor. Three credits, first semester.

130. ADVANCED SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological and anthropological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Prerequisite: 134 or permission of the instructor. Three credits, second semester.

131. PHILOSOPHY OF BEHAVIORAL SCIENCE: EXPLANATION. Exploration of the character of theories in sociology, political science, anthropology and history; relations of social to natural sciences; needs and problems of data language; particular emphasis on role of explanation in behavioral science. Prerequisite: course work in any of the social sciences. Three credits, first semester. (Formerly listed as Social Research Methods.) Same as Political Science 131.

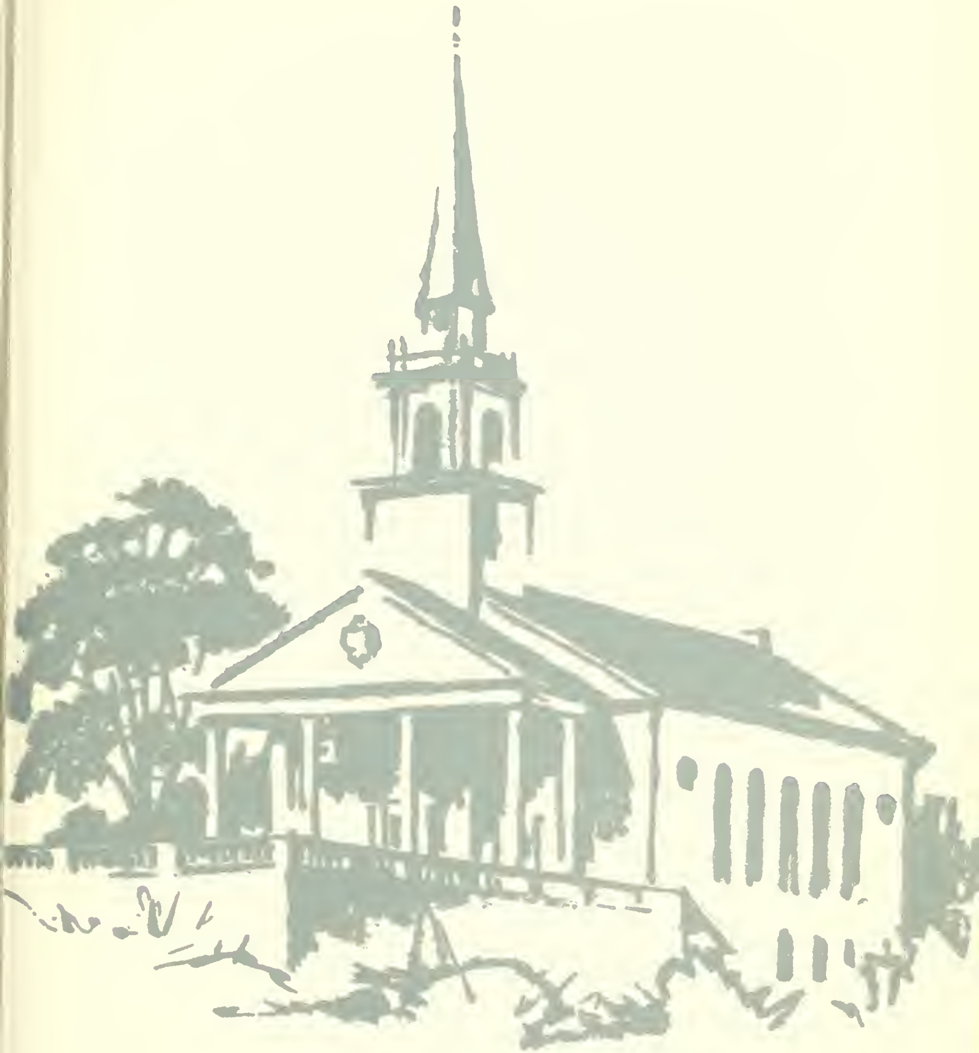
132. PHILOSOPHY OF BEHAVIORAL SCIENCE: VERIFICATION. Use of conceptual tools of research, experimentation and verification; relation of experiments and field work to explanations and theories in sociology, political science and anthropology. Three credits, second semester. Same as Political Science 132.

134. CLASSICAL SOCIOLOGICAL THEORY. Focus on the contributions of Karl Marx, Emile Durkheim, Max Weber and Georg Simmel to the rise of sociological-anthropological theory, with attention to the socio-cultural forces in response to which the thought of these men developed. Prerequisite: 103 or 902 or permission of the instructor. Three credits, first semester.

135. CONTEMPORARY SOCIOLOGICAL THEORY. Modern studies of social systems, the phenomenological approach and symbolic interactionism, with special emphasis on the work of Charles H. Cooley, George Homans, Robert F. Bales, Adolph Schutz, Peter Berger, G. H. Mead, and Clifford Geertz. Prerequisite: 103 or permission of the instructor. Three credits, second semester.

922. COMPARATIVE SOCIAL AND CULTURAL INSTITUTIONS. Cross-cultural study of problems in ecology, familism, stratification, political anthropology, idealogy, on a more intensive basis than 902 or 103. Prerequisite: 103 or 902. Three credits, second semester.

203-204. TUTORIAL. Three credits each semester.



COLLEGE PROCEDURES

Admission

Chatham College welcomes applications from students who have performed well, who want to live and study in an environment of high expectations, and who desire to pursue their education at a small, liberal arts college in an urban setting.

The College is interested in able and resolute students from a wide variety of backgrounds (cultural, economic, racial, religious, social) with diverse interests and talents in both academic and other areas. The College selects students for admission who have demonstrated good ability in their academic work, whose interests are discriminating without being narrow, who are creative, curious and enthusiastic about learning, who have integrity of purpose, and who can meet the challenge of studying with highly qualified and creative teachers. Evaluation of these qualities is made on the basis of the secondary school record and recommendations from the counselor and teachers, results of College Entrance Examination Board tests, the interview, and all additional, pertinent information that is available, including the personal statement and information provided by the candidate on the application form.

The student's four year secondary school program should show an emphasis in English, foreign languages, history, mathematics, and science. This emphasis does not necessarily mean uniformity, either in subjects studied or in the number of units in any subject. It is important for the student to keep in mind that her preparation is for the purpose of doing successful college work and not for gaining admission to college alone, and her records should indicate that she has taken good advantage of the opportunities made available to her and the expectation will be that she will continue to do so.

ADMISSION PROCEDURE FOR FRESHMEN

The admission procedure is a cooperative one between the student and the College. Upon the completion of the procedure, each party should have gained sufficient knowledge to make a reasonable and informed evaluation of the other. The College believes that its responsibility is to share with the applicant as much information as possible regarding academic programs, campus activities, and student life; the applicant's responsibility is to provide the required supporting credentials for her application and to keep the College advised of information which will be helpful in evaluating those credentials.

The procedures for making application for admission are as follows:

1. File an application for admission with the Admissions Office by March 1, together with a non-refundable twenty dollar ($20) processing fee. The application form may be obtained by writing to the Admissions Office. The fee may be waived in cases of extreme financial hardship which warrant exception. Fee waiver requests, supported by recommending agency or counselor, should be made to the Admissions Office. Early application is advisable to assure prompt completion of all preliminary arrangements and credentials. The date of application is not considered in the selection of candidates, but dormitory and room assignments are made according to the date on which applications are received.
2. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board no later than January of the senior year. The College accepts results of Achievement Tests taken in the junior and/or senior year. One of the Achievement Tests must be the English Composition Test and the other two tests

should be chosen by the applicant from two of the following fields: foreign language, math, science, or social studies. *Applicants request the College Entrance Examination Board to report the results of these tests to the College.* (See page 109 for more information about College Board tests.)

3. (Optional) Arrange to visit the campus and have a personal interview. An interview and campus visit are not required but are recommended for each prospective student before or after filing an application. The College welcomes prospective students and their families. The best way for a prospective student to become acquainted with Chatham is by touring the campus with a student guide, talking with students, faculty and staff, and sitting in on a class if time and circumstances permit. Every effort will be made to arrange at least one class visit for student visitors Monday through Friday. The Admissions Office is open from 9:00 a.m. to 5:00 p.m. Monday through Friday, and on Saturday from 9:00 a.m. to 12 noon from September to June. During the summer months, there are no Saturday hours. In order that students may talk with an admissions counselor and have an opportunity to tour the campus with a student guide, *visitors are urged to make an appointment in advance with the Admissions Office.* In the event a student cannot come to the campus, she is encouraged to take the initiative and arrange an interview with an alumnae representative if there is one in her area. (See pages 157-162 for names and addresses of Alumnae Representatives.)

Upon receipt of the application from the applicant, the College will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the College by her counselor and two teachers best qualified to judge her academic ability and motivation. The applicant's credentials will be presented to the Admission Committee for its decision in March. It is anticipated that the majority of applicants will be considered by the Committee on Admission at the regular spring meetings. At this time, additional data consisting of the record for the first semester of the senior year and the results of the College Entrance Examination Board Scholastic Aptitude Test and Achievement Tests taken in the junior and/or senior year will be on file. The decision will be mailed to the applicant early in April. Accepted applicants are asked to reply by May 1.

EARLY DECISION PLAN

The Early Decision on Admission Plan at Chatham is a *first choice* plan and is designed to give assurance early in the senior year in high school to well-qualified students whose firm first choice is Chatham. This plan permits the candidate to initiate other applications for admission should this seem advisable, but the candidate withdraws such applications when notified by Chatham of acceptance and financial aid, if needed.

Such applicants who apply before November 1 of the senior year in high school and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year may be granted admission as early as December 1.

For detailed information concerning the Early Decision Admission Plan write to the Admissions Office.

EARLY ADMISSION

Chatham believes that most students profit from four years in secondary school. However, unusually mature as well as able candidates who have completed their junior year in high school may apply for early admission to Chatham. These candidates should meet most if not all of the entrance requirements, have good reasons for wishing to accelerate, and have the support and endorsement of their parents, teachers, and guidance counselor. "Early Admission" candidates are required to come to the campus for interviews with a member of the admissions staff, a faculty member of the Admission Committee and/or the Executive Dean.

INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Every candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and for having the results sent to Chatham from the College Board office. Candidates should address all inquiries concerning applications for taking the tests to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701.

For the year 1969-1970 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: November 1, 1969 (Scholastic Aptitude Test only); December 6, 1969; January 10, 1970; March 7, 1970; May 2, 1970; and July 11, 1970. Applications and test fees should be sent to the appropriate College Entrance Examination Board office in Princeton or Berkeley, six or seven weeks in advance of the test date.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the

College Entrance Examination Board are urged to take the Advanced Placement examinations of the College Board. Advanced placement at Chatham is offered for grades of 3, 4 and 5 on these examinations; college credit is offered for grades of 4 and 5.

Candidates for freshman admission who have enrolled in college level courses at accredited institutions prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

ADMISSION PROCEDURE FOR TRANSFERS

Chatham welcomes the opportunity to discuss future education plans with transfer candidates including junior college and community college graduates. Students from accredited colleges may be admitted to advanced standing at Chatham College without examination. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level. Liberal arts courses in which the final grades are C, or higher, are transferable. Non-graded credit courses (e.g., "pass-fail") will be evaluated for transfer in terms of their local definitions.

Applicants for admission to Chatham from non-accredited or from newly founded institutions which have not yet been awarded full accreditation, and those who wish to apply after extended absence from college study, should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Both the *General Examination* and one or more of the *Subject Examinations,* as determined in advance with Chatham, should be taken. The examination results along with the applicant's previous school and college records will be used in making a final decision.

Qualified adults who may never have taken any college level courses for credit and who wish to demonstrate their eligibility for admission with advanced standing should take the *College-Level General Examination* as an initial step in planning for college. Such persons are encouraged to arrange an appointment through the Admissions Office to discuss their plans.

Students considering transfer to Chatham College for September or January entrance are encouraged to consult with the Adviser to Transfer Students in the Admissions Office and familiarize themselves with the graduation requirements (see pages 35-36). Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission early in April.

An applicant for advanced standing should follow the procedure outlined below:

1. File an application on a form obtained from the Admissions Office and attach a statement giving the reason for leaving the present college, the reason for choosing Chatham, and indicating the major subject. A processing fee of twenty dollars ($20), which is non-refundable, must be enclosed.
2. Request the college last attended to send an official transcript of the work taken up to the time of making application to Chatham.
3. Send a marked copy of the catalogue of the college last attended and indicate the courses for which credit is desired.
4. Request the College Entrance Examination Board to forward the results of any College Board tests (Scholastic Aptitude and Achievement Tests) and any Advanced Placement Examination Reports or College-Level Examination Program test results which may have been

taken either prior to or during attendance at the present college. No new entrance examinations are required unless specifically requested by Chatham.

5. If at all possible, arrange to visit the campus and meet with the Adviser to Transfer Students in the Admissions Office.

6. At the close of the semester, just prior to entrance, request the college from which the student is transferring to send:
    a. A final and complete transcript of record.
    b. A statement of honorable dismissal.

See page 130 for information concerning financial aid for transfer students.

ADMISSION PROCEDURE FOR PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Mature applicants who are or are not candidates for bachelor degrees, or who have earned degrees but wish to take additional undergraduate courses may be admitted on a part-time basis to classes for which their educational background and experience qualify them. Such students should observe the following procedures:

1. Arrange for a personal interview through the Admissions Office.

2. File an application for admission with the Admissions Office. A processing fee of twenty dollars ($20) which is not refundable must be enclosed.

3. Submit a transcript of record earned at the college last attended as well as high school transcript.

4. In general, fulfill the entrance requirements of regularly enrolled Chatham students. Results of the College Board Scholastic Aptitude Test or the College-Level General Examination are required.

Part-time students may carry a maximum of nine (9) academic hours of credit each semester. A minimum of 2.00 (C) average must be achieved for the first semester in order to be eligible to continue for a second semester. A part-time student may petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective, including the final twenty-four hours toward the degree being taken at Chatham College.

READMISSION

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence (see page 121), and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 110) and arrange for a personal interview with the Executive Dean or Dean of Students. Completed applications with processing fee of twenty dollars ($20) should be directed to the Admissions Office no later than January 1 for the second semester or June 1 for the first semester. Such applications normally are acted upon along with those of students new to the College by the Committee on Admission.

FOREIGN STUDENTS

Every year Chatham welcomes a small number of foreign students. In recent years these students have come from Argentina, Columbia, Egypt, England, France, Hong Kong, Indonesia, Iran, Italy, Kenya, Pakistan, Sweden, Switzerland, Thailand, and Uganda. Many have enrolled independently and some have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College or the Institute no later than January 15 preceding the September they wish to enroll.

Evidence of competence in use of the English language is required as a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

For further information, write to the Foreign Student Adviser, Admissions Office.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The letters S and U are used to indicate Satisfactory or Unsatisfactory performance in a few designated courses including the Pass-Fail option described below.

The grade I is a temporary grade. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. The Dean of Students approves an Incomplete and establishes the deadline date for making up an examination if a student because of illness or personal emergency cannot take an examination during the regularly scheduled or make-up time. She will send the instructor the approval form with a deadline date. The Executive Dean approves an Incomplete if it is initiated by a faculty member. Failure to remove an I by the end of the first four weeks of the following semester automatically results in failure in the course.

PASS-FAIL OPTION

With the advice of her Faculty Advisor, any full-time student may elect each semester one course on pass-fail option and in addition any of her courses in Physical Education. The usual prerequisites of entrance into a course are maintained as well as all course requirements of attendance, assignments, tests, and examinations, and any deadlines for these. For freshmen and sophomores, there are no limitations on the choice of course, except in certain Education courses. Juniors and seniors may elect any course outside the required complement in the major field, with certain limitations in Education courses. They are, however, entitled under any circumstance to one option in any semester. A final grade of Satisfactory (S) or Unsatisfactory (U) is given without effect on the grade average. Credits earned in S courses count toward the degree. S and U grades are entered on the permanent record and other grade reports.

With the permission of the course instructor of the host college, and within whatever regulations pertain at the host college, a student may use her option for a cross-registered course.

All options are declared in writing to the Chatham Registrar before the end of the sixth week of the semester and once declared are final.

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the Bulletin description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry additional hours with the approval of the Executive Dean. Programs of 15 or 16 credits represent the usual load.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit in courses for which she registered, excepting her Pass-Fail options.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried in courses for which the student registered, excepting Pass-Fail options. Rank in class for each semester is determined at the end of the fourth week of the subsequent semester. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades, credits, quality points and cumulative averages earned to every student and her advisor at the close of each semester. In addition, at mid-semester of the first semester, a report is sent to each freshman.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each professor at the beginning of the semester makes clear his expectations concerning class attendance. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited with approval of the Faculty Advisor and the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for such examination is $5.00 per course.

COURSE REGISTRATION

Courses may be entered through the first two weeks of any semester with the approval of the faculty advisor; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by either Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only by either Dean. Requests for exception must be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with acceptable academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by the country visited, the approval of the Department Chairman and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

As one of a number of regional cooperating colleges, Chatham offers a Junior Year Abroad program in Basel, Switzerland for approved majors in European History or Political Science. This program centers on European Nationalism.

A second junior year program, emphasizing Asian Studies, at Waseda University in Tokyo, Japan is also offered.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 127 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete ranscript of their College record without charge. A charge of one dollar will be made for each additional transcript. A time allowance of two weeks is required for processing.

WITHDRAWAL

Authorization from parent or guardian must be sent to he Dean of Students when a student withdraws voluntarily rom the College during the academic year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the Colege physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is ubject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

MEDICAL LEAVE OF ABSENCE

On the recommendation of the College Physician to the Dean of Students or Executive Dean a medical leave of absence for a stated period of time may be considered rather han medical withdrawal in certain types of illness or injury.

A student requiring a medical absence should consult with he Dean of Students for information on procedures and adustments in her case.

VOLUNTARY LEAVE OF ABSENCE

A student planning to be absent from the College temporarily may submit a request for a leave of absence for a tated period to the Committee on Academic Standing. She hould state her reasons and plans for this absence in a letter directed to the Committee. If the request is granted, the student may return to the College at the stated time without making formal application for readmission. She may request an extension of this time. She is expected to notify the Dean of Students and pay the $150.00 deposit by May 1 prior to a fall semester return or by December 1 prior to a winter semester return.

Students needing financial assistance upon return should apply for aid through the Financial Aid Office and they will receive full consideration.

OTHER LEAVES OF ABSENCE

Students who study in approved Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Dean of Students and paying the $150.00 deposit by May 1 prior to the fall term in which they plan to resume studies at Chatham.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to her health or to the health of others.

A student is assumed by the College to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the College community and the community at large.

Actions which violate the stated regulations in the student handbook or Bulletin, or which are contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered ause for disciplinary or administrative action. A student may e dismissed for unsatisfactory conduct and asked to withraw at the discretion of the College. In cases involving conuct, as in all relationships with the College, the welfare of he individual student is the primary concern. A special proationary period may sometimes be used when it is believed o be helpful to the total development and progress of the tudent.

ACADEMIC PROBATION

Academic probationary status is incurred because of nsatisfactory semester or cumulative scholastic average. The ollege believes that the student on probation should realize hat her level of achievement is inadequate and in danger of ailing to meet college requirements. It is strongly recommendd that the student on probation limit her social activities and ot assume any major role in extracurricular activities save or those demanded as part of an academic program. A stuent on probation whose most recent semester average does ot show substantial improvement may be dismissed.

TERM OF STUDY

The normal period of residence and study is four years. ll students must carry at least 12 credit hours each semester. o allowance is made for work done *in absentia* except in hose programs formally approved by the faculty (Washingon Semester, Study Abroad, etc.).

At the discretion of the Committee on Academic Standng and of the department of her major, a student whose cirumstances permit only part-time study may be excused from he final requirement of a senior year "in residence." In such ases, however, the final twenty-four hours of credit must be aken at Chatham College and the student's program must ave the approval of the department and Executive Dean.

Financial Procedures

CHARGES AND EXPENSES

Since the College Bulletin is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1969-70. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

FEES

Application for admission $20.00

The application fee is not refundable (see page 106) and is not credited on any College bill.

Deposit $50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 126).

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	$3000.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$3100.00

Payable in 1969-70:

Upon acceptance	$ 150.00
On or before opening of the College in September	1575.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1325.00
	$3050.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	$1850.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$1950.00

Payable in 1969-70:

Upon acceptance	$ 150.00
On or before opening of the College in September	975.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	775.00
	$1900.00

Part-time students taking eleven or fewer semester hours of credit will be charged at the rate of $60.00 for each semester hour scheduled.

An advance payment of $150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a $5.00 fee.

In addition, a one-time deposit of $50.00 must be paid by newly registered students on or before the opening of the College in September. This amount, less any bills due the College, will be refunded upon graduation or upon withdrawal.

The Student Activities Fee has been established by the Community Government Association and entitles each student to all student publications, admission to the College parties, plays and concerts, and other public programs, and membership in the Chatham Recreation Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with the first term bill, to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week (2 credits)	$120.00
One half-hour lesson per week (1 credit)	$ 60.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to eight credits in applied music will be given at no extra cost applicable during the junior and senior years. Minna Kaufmann-Ruud Scholars are not included in these regulations.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The College has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the College's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: $35.00 for twelve months.

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of $3.00 a day. A charge is made for medicine if a special prescription is required. The College physician charges the student for his services and the College bills the student. See Health Services, page 166.

CARE OF PROPERTY

Damage to, or loss of College property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the College requires, must pay a late examination fee of $5.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Bursar of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering College the second semester will be one-half the stated rates for the College year. Full-time students whom the Registrar certifies as attending only one semester in order to complete their work will be charged one-half the annual rate.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days. Charging privileges are withdrawn if the account is delinquent.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or Funds for Education, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for aid are: financial need, academic achievement to expected level of individual ability, good work performance, and contribution to the community. Financial aid awards range from $100 to $3400 per year.

Three kinds of financial aid are offered to students with need: grant, guaranteed work, and loan. A grant is awarded only in conjunction with guaranteed work, and in most cases with a loan. Guaranteed work entails work responsibilities on campus. A student works approximately six hours a week for a $270 award and nine hours a week for a $400 award.

Loans are available from two sources, the National Defense Student Loan Program and the Chatham College Loan Fund. From the National Defense Program, a student may borrow up to $1,000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at 3 per cent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the United States Armed Forces, the loan plus interest is canceled at the rate of 10 per cent for each year of teaching service up to 50 per cent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America.

It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

For specific approved elementary or secondary schools with a high concentration of students from low income families, a borrower may cancel 15 per cent of her loan and interest to a maximum of 100 per cent.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of 3 per cent per year and must be completed within three years. In both programs monthly repayments are made to the College Bursar. A schedule of repayments should be arranged with her before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR TRANSFERS

Students who enter Chatham having completed a two year liberal arts transfer program at a junior or community college are eligible for financial aid as described above for freshmen. All other students entering Chatham with advanced standing are eligible for financial aid in the form of loan and guaranteed work only. After one year at Chatham, all students are eligible to apply for scholarship grants as well as work and loan awards.

FINANCIAL AID FOR UPPERCLASSMEN

Students must re-apply each year for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for her own education by an increase in self-help: work, and/or loan.

All financial aid awards are reviewed each year upon re-application by the student, and are renewed if she meets the financial aid criteria of financial need, fulfilling her work commitment, contributing to the community, and meeting the academic criterion.

A student's academic eligibility is based on her individual ability and achievement. If a student falls below her expected achievement, there will be a change in her financial aid, depending on her total college performance. She might get more self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships contributed by individuals, groups, and foundations, are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upperclassmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are made possible by a $100,000 endowment fund contributed by alumnae and established in 1958. Additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The Foundation awards are for West Virginia residents only.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the College from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the College, *Chatham College: The First Ninety Years.*

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the College in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE ETHEL W. KEISTER FUND, established in 1957, is for scholarship support for students in music and in the creative arts.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the College from 1901 to 1921.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor of Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958 by an alumna of the College, is awarded each year to one or more deserving students.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the College from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the College for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE WILLIAM HOLDSHIP REA SCHOLARSHIP is awarded to a deserving student on financial aid.

THE READER'S DIGEST FOUNDATION ENDOWED SCHOLARSHIP FUND is awarded to a deserving student or students on financial aid.

THE MARIA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE LUCY AMES SCHMITZ FUND, established by bequest of Miss Schmitz in 1965, provides scholarships "to aid worthy and deserving students who require assistance to further their education."

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the College.

THE LUCY WILLSON SHRYOCK SCHOLARSHIP for qualified students in the arts.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the College from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE MARJORIE WAYNE WECHSLER AWARD, established in memory of Mrs. Richard L. Wechsler of the class of 1946, is given to a worthy and deserving student in the field of art.

SPECIAL CRITERIA SCHOLARSHIPS

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training, and other expenses. The amount of the scholarships may range from $100 to the full expense of attending college.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the financial aid requirements and must enroll as a commuting student.

SPECIAL CRITERIA PROGRAM

COLLEGE WORK-STUDY, a Federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or nonprofit organizations. Chatham off-campus students work in diverse areas: tutoring underprivileged children, staffing a junior extension council, assisting in the archaeology department of a museum, organizing an opportunity center, contributing to an ethnic newspaper, serving on an inter-faith committee. Many of these projects are coordinated with staff from Vista, Head Start and the Job Corps. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a Federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the College in service, character, and leadership.

DRAMA LEAGUE OF PITTSBURGH AWARD for excellence in drama.

THE VIRA I. HEINZ SUMMER ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study or travel. In some years, the award is shared by two or more students.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the College.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE PSYCHOLOGY AWARD for outstanding involvement in psychology.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 and enlarged in 1968 by grants of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former president of the College. The income from this fund is to supply books for the Library.

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of books in the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICHMENT OF UNDERGRADUATE TEACHING AT CHATHAM COLLEGE was established in 1964 by a grant from The Maurice and Laura Falk Foundation. The income from the endowment is intended for the support of "such projects and programs as the President and Trustees may deem wise in order to preserve and extend the quality of teaching and scholarship in the liberal arts so that Chatham College may continue its leadership among the nation's top liberal arts colleges."

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 and revised in purpose and amount in 1963. The principal portion of the income is to be used to enrich the College's work in the field of philosophy and related disciplines, especially those concerned with values. The Fund supports the Gillespie Professorship, brings visiting lecturers to the campus, provides for faculty leaves, and allows for the enlargement of the Library collection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior teacher in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the College and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders and programs in the arts and sciences.

THE VIRA I. HEINZ GRANT supports an annual series of lectures and discussions. The grant is awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.

THE RUTH J. LAW LEGACY was left to the Chatham College Alumnae Association in 1964 through the will of Ruth J. Law, class of 1917, in memory of her mother, Caroline Law. By action of the Alumnae Association, the income from the $2000 bequest is to be used annually to purchase fine books for the Library.

THE HENRY D. LINDSAY MEMORIAL, a fund established through bequest of a former president of the College who served from 1906 to 1914, may be spent at the discretion of the President and Trustees.

THE HELEN IRWIN AND JAMES E. MacCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the College to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the College through the effective use of outstanding people with varied backgrounds and interests.

THE MARTHA McGHEE-DAVID FLEMING MEMORIAL ENDOWMENT, established in 1966, is to be used for the cultural life of the College, to purchase paintings, books for the library, or for lectures.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for Library acquisitions.

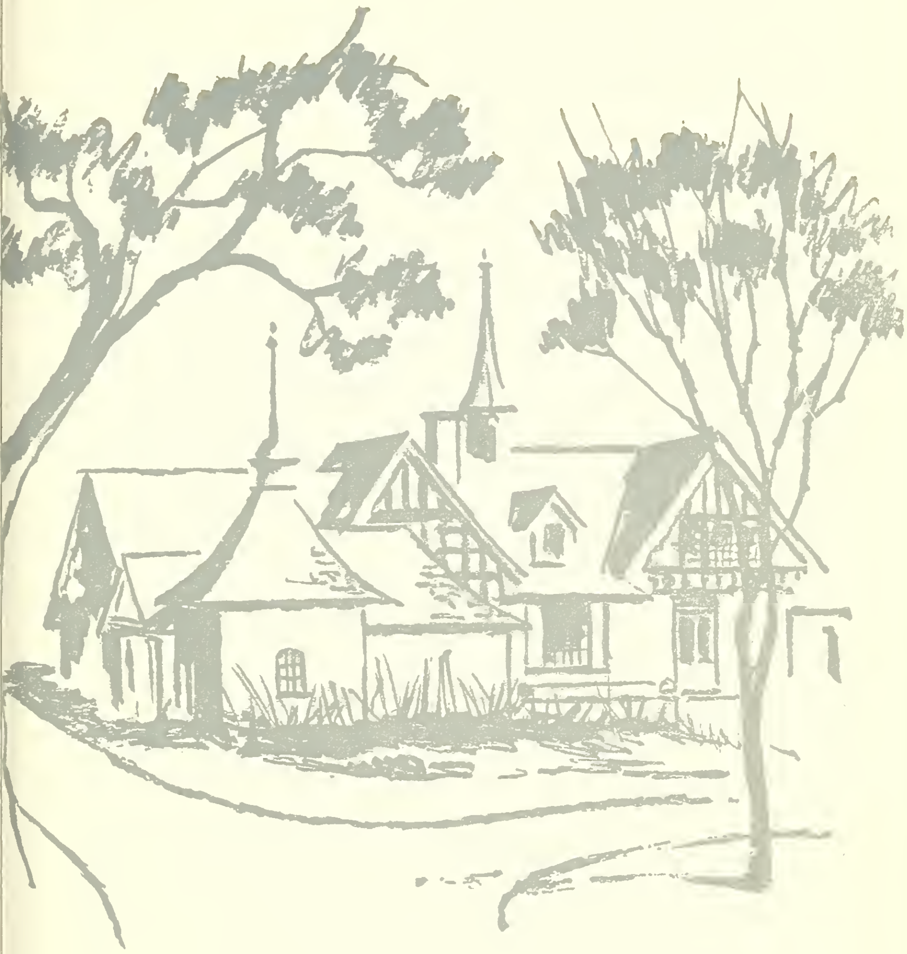
THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the Library collection.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE WHERRETT ENDOWMENT FUND was established by The Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

A gift from the Wherrett Fund also makes possible low-rate rental by students, faculty, and staff of reproductions of paintings.

THE WHERRETT MICROFILM LIBRARY FUND, established in 1963, provides for the permanent collection of microfilm of *The New York Times* from its first day of publication and for microfilm equipment.



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The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the College through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the College, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the College. All monies raised through the annual giving program are given to the College to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder,* a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the College by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the College. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement.

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Pittsburgh Junior Sixties Club—Mrs. J. Cooke McGough (Mildred Stewart '62); 315 Heritage Road, Pittsburgh, Pennsylvania 15235

ALUMNAE REPRESENTATIVES FOR 1969-70

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

CALIFORNIA—Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007

Mrs. Walter Ray McCann (Katherine James '31); 783 Garland Drive, Palo Alto, California 94303

Mrs. Orville Recht (Nancy Levendorf '60); 3120 San Juan Drive, Fullerton, California 92632

Mrs. Philip Ruben (Elaine Kessler '62); 840 South Holt Avenue, Los Angeles, California 90035

COLORADO—Mrs. Glen A. Pray (Elizabeth Rowse '42); 2776 South Benton Street, Denver, Colorado 80227

CONNECTICUT—Miss Rosemarie J. Pysh ('56); 78 Townsend Avenue, New Haven, Connecticut 06512

Mrs. Alfred C. Maynard (Carol Diane Pike '63); 1331 Burnside Avenue, Apt. 8C, East Hartford, Connecticut 06108

Mrs. William C. Hofer (Marjorie Morrison '66); 19 Cherry Street, Darien, Connecticut 06820

Mrs. John Norman (Mary Isabell Lynott '48); Lookout Point Road, Ridgefield, Connecticut 06877

FLORIDA—Mrs. John Buck (Anna Christine Aber '28); 3233 N.E. 34th Street, Fort Lauderdale, Florida 33308

GEORGIA—Mrs. W. Robert Bentley (Priscilla Jean Sweet '43); 750 Powderhorn Road, N.E., Atlanta, Georgia 30305

HAWAII—Mrs. J. I. F. Reppun (Jean Engel '35); 47-410 Lulani Street, Kaneohe, Oahu, Hawaii 96744

ILLINOIS—Mrs. Louis Skidmore, Jr. (Margaret Cooke '60); 672 Irving Park Road, Chicago, Illinois 60613

Mrs. David T. Christie (Marian Lean '46); 345 Eaton Street, Northfield, Illinois 60093

Mrs. Richard A. Waichler (Nancy Follett '55); 1020 Superior Street, Oak Park, Illinois 60302

Mrs. Joseph Fell (Mary Loughran '62); 334 Park Avenue, Glencoe, Illinois 60022

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43); Rural Route 7, Box 159, Evansville, Indiana 47712

Mrs. Charles N. Strotz (Margery Hamilton '50); 8234-A Ravinia Drive, Fort Wayne, Indiana 46805

Mrs. Clifford C. Ellery (Joanne Cochran '56); 5139 East 72nd Court, Indianapolis, Indiana 46250

KANSAS—Mrs. R. R. Schneider (Sallie McQuiston '59); 8100 West 72nd Street, Overland Park, Kansas 66204

KENTUCKY—Mrs. Robert A. Rahenkamp (Barbara Illig '50); 1108 The Lane, Lexington, Kentucky 40504

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND—Mrs. Paul E. Burke (Coral Wigent '60); 6402 Stoneham Road, Bethesda, Maryland 20034

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. Philip S. Golden (Susan Engel '61); 9908 Southall Road, Randallstown, Maryland 21133

Mrs. Samuel A. Livingston (Judy Gilbert '67); 2941 St. Paul Street, Baltimore, Maryland 21218

MASSACHUSETTS—Miss Sharon F. Smith ('66); 6 Ellsworth Street, Apt. 12, Cambridge, Massachusetts 02138

Mrs. Cecil J. Minor (Beverly Sandberg '51); 139 Ipswich Road, Topsfield, Massachusetts 01983

Mrs. W. R. Donnell (Ellen Card '47); 286 Blue Hill Avenue, Milton, Massachusetts 02186

Mrs. Michael P. Eden (Jane K. Tobey '65); 114 Bradford Road, Hanover, Massachusetts 02339

Mrs. William Pounds (Helen Means '53); 33 Prince Street, West Newton, Massachusetts 02165

Mrs. Peter V. Nychis (Amelia Botsaris '53); 55 Warren Avenue, Brockton, Massachusetts 02401

MICHIGAN—Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

Mrs. Philip M. Croel (Sue Quad '59); 1740 Bates Street, Birmingham, Michigan 48009

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Mrs. William A. Hansen (Anne E. Braddon '52); 623 Winthrop Road, Teaneck, New Jersey 07666

Mrs. G. B. Barnes (Margaret Ann McKee '46); 530 Alden Street, Westfield, New Jersey 07090

Mrs. W. C. Carson (Martha Haase '62); 31 Woodland Avenue, Glen Ridge, New Jersey 07028

NEW YORK—Mrs. Ralph H. Roberts, Jr. (Mary Booth Fassett '61); 67 Larchmont Road, Elmira, New York 14905

Mrs. Roger Bowman (Jean Purves '46); 112 Pine Ridge Road, Fayetteville, New York 13066

Miss Margaret N. Whiting ('65); c/o Emma Willard School, Troy, New York 12181

Mrs. Nicholas F. Cuneo (Caroline Mapp '56); 35 Amherst Road, Port Washington, L.I., New York 11050

Mrs. Paul F. Lohmeyer (Martha McCullough '44); 33 Crows Nest Road, Bronxville, New York 10708

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743

Mrs. Chester G. Dann (Elizabeth Reed '56); 144 Corwin Road, Rochester, New York 14610

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226

Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866

NORTH CAROLINA—Mrs. Milton G. Emery (Margaret Siviter '56); 525 Brookforest Lane, Charlotte, North Carolina 28211

OHIO—Mrs. Malcolm B. Tucker (Betsy Phelps '63); 11850 Edgewater, Lakewood, Ohio 44107

Mrs. Dale H. Cowan (Deborah Walowitz '63); 2840 Ludlow Road, Cleveland, Ohio 44120

Mrs. William A. Murray (Ruth B. Craig '44); 568 Vinita Avenue, Akron, Ohio 44320

Mrs. John Bloomstrom (Barbara Jane Black '50); 907 Oregon Trail, Cincinnati, Ohio 45215

Mrs. Steven M. Klein (Ann Joan Greenhouse '66); 520 Stinchcomb Drive, Apt. 6, Columbus, Ohio 43202

Mrs. Larry Porter (Arleen Boyda '60); 321 Witherby Drive, Kettering, Ohio 45429

Mrs. Gerald W. Tindall (Barbara Miller x'56); 3434 Glenmere Drive, Youngstown, Ohio 44511

Mrs. Richard Gallaway (Mary Peck '60); 3901 Grantley Road, Toledo, Ohio 43613

OREGON—Mrs. William G. Rohlffs (Emelyn Taylor '27); 6215 S.W. California Street, Portland, Oregon 97219

PENNSYLVANIA—Mrs. Mark S. Levitan (Judy Davis '59); 8213 Marion Road, Elkins Park, Pennsylvania 19117

Mrs. John A. Hall (Diane Gray '53); 2530 North 2nd Street, Harrisburg, Pennsylvania 17110

Mrs. James Titelman (Barbara Maloy '54); Upper Brush Mountain Road, Hollidaysburg, Pennsylvania 16648

Mrs. Alexander V. Stoycos (Patricia Ross '60); 727 Farmingdale Road, Lancaster, Pennsylvania 17603

Mrs. Edward Kung (Marcia Smiley '60); 2321 Sansom Street, Philadelphia, Pennsylvania 19103

Mrs. Joseph M. Woods III (Sally Johnston '58); 1133 Little Lehigh Drive, Emmaus, Pennsylvania 18049

Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. David L. Reeser (Barbara Heck '59); 1064 Terrace Avenue, Wyomissing, Pennsylvania 19610

Mrs. P. J. Thompson (Peggy Tucker '51); 925 Strath Haven Avenue, Swarthmore, Pennsylvania 19081

RHODE ISLAND—Miss Harriet E. Rosser ('54); 133 Kenyon Avenue, Pawtucket, Rhode Island 02861

TEXAS—Mrs. John P. Hall, Jr. (Carol Fraser '58); 6231 DeLoache Avenue, Dallas, Texas 75225

Mrs. George W. Faison (Millicent Hoyt '39); 3726 Nottingham, Houston, Texas 77005

VIRGINIA—Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

Mrs. Rowland K. Leonard (Mary Jane Kerr '39); 1218 Whitby Road, Richmond, Virginia 23227

Mrs. Alfred Thieme (Nanci Bennett '62); 6110 Brook Drive, Falls Church, Virginia 22044

WASHINGTON—Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 8612 N.E. 14th Street, Bellevue, Washington 98004

WASHINGTON, D.C.—Mrs. Anthony Smith (Mary E. Riley '63); 3701 Upton Street, N.W., Washington, D.C. 20016

Mrs. William M. Davis (Louise Eddy '52); 2720 36th Place, N.W., Washington, D.C. 20007

WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53); 915 Alynwood Circle, Charleston, West Virginia 25314

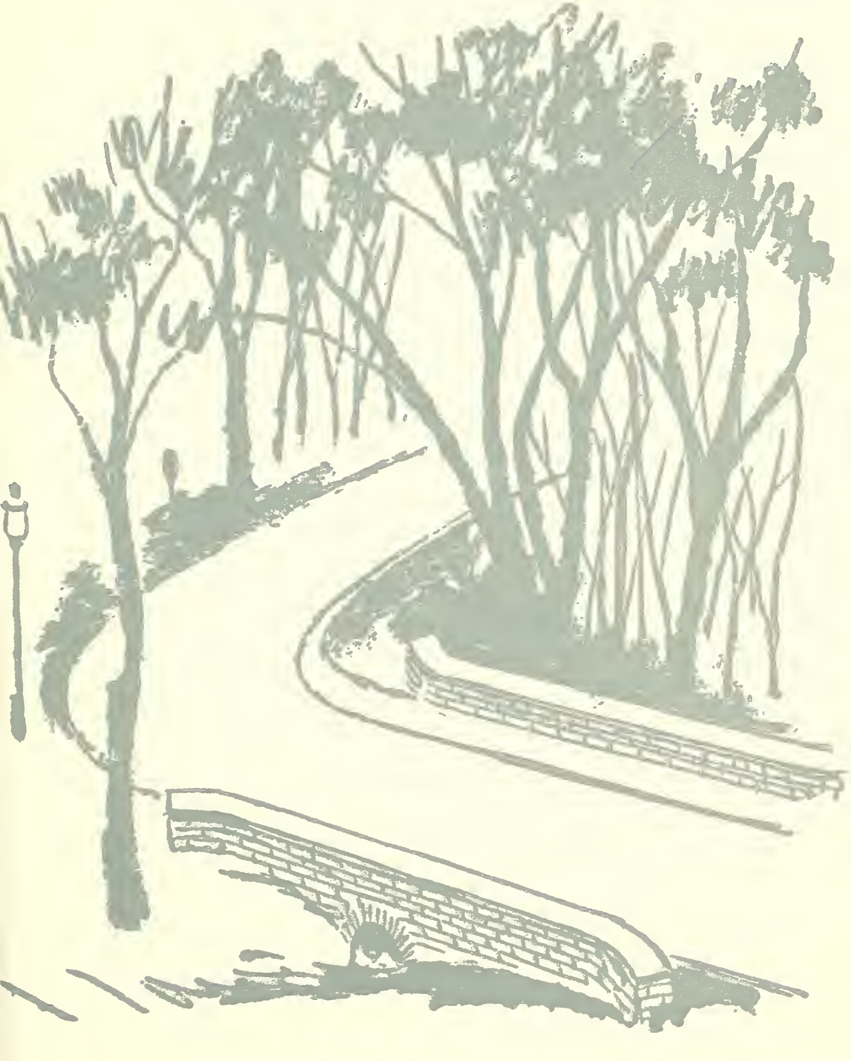
Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. Louis Pollock (Junietta Kalbitzer '29); 18 Oakmont Road, Wheeling, West Virginia 26002

Mrs. John W. Hendrickson (Betty Fleck '47); 175 Ridgeway Drive, Bridgeport, West Virginia 26330

Mrs. Russell J. Grant (Ruth Laird '44); Route 1, Sagamore Hill, Parkersburg, West Virginia 26101

WISCONSIN—Mrs. William J. Wainwright (Eleanor Skinner '57); 3239 North Marietta Avenue, Milwaukee, Wisconsin 53211



GENERAL COLLEGE INFORMATION

ACADEMIC CALENDAR FOR 1969-1970

Freshmen arrive	Monday, September 1
Upperclass registration	Wednesday, September 3
Freshman and transfer registration	Thursday, September 4
Classes begin	Friday, September 5
Thanksgiving Vacation	Wednesday, November 26, 4:10 p.m. to Monday, December 1, 8:30 a.m.
Study period	Thursday, December 11 through Sunday, December 14
Final examinations	Monday, December 15 through Saturday, December 20
Christmas Vacation	Saturday, December 20, 5:00 p.m. to Monday, January 19
Second semester begins	Monday, January 19
Spring Vacation	Friday, March 13, 5:45 p.m. to Monday, March 30, 8:30 a.m.
Study period	Thursday, May 7 through Monday, May 11
Final examinations	Tuesday, May 12 through Wednesday, May 20
Commencement	Sunday, May 24

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the College programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the College. A thorough physical examination report by the student's physician is therefore required as part of the admission procedure for new students and for returning students who have withdrawn for medical reasons.

The College maintains a student infirmary on campus which is under the direction of the College physician and resident nurses. Students are responsible for reporting their illnesses to the resident nurse and for making appointments to see the physician. The physician calls at the infirmary at stated office hours and is on call for emergencies at all other times.

A parent's written consent for treatment by the College medical staff is required. Parents may also elect to have their daughters treated by a physician of their own choice, in which case their written request should be in the infirmary records. See Medical Expenses—page 126.

As part of the services of the Dean of Students office, the College also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The College provides vocational information and career counseling through the office of the Director of Placement. Conferences are scheduled on campus with qualified experts participating in the discussion of job opportunities in various categories, and when advisable, field trips are arranged for closer observation. The Placement Office also houses the Vocational Library which contains a wide range of material on career fields of particular interest to women.

Specific service is extended to seniors and alumnae in locating employment. The Director of Placement provides assistance in the preparation of credentials including personal data, work history, courses taken at Chatham, and necessary references. Such material is kept on file and sent to prospective employers on request. Personnel officers from industry, education and government visit the campus regularly throughout the year to interview students interested in particular fields. Effort is also made to issue current information on summer and part-time opportunities available to undergraduate students.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

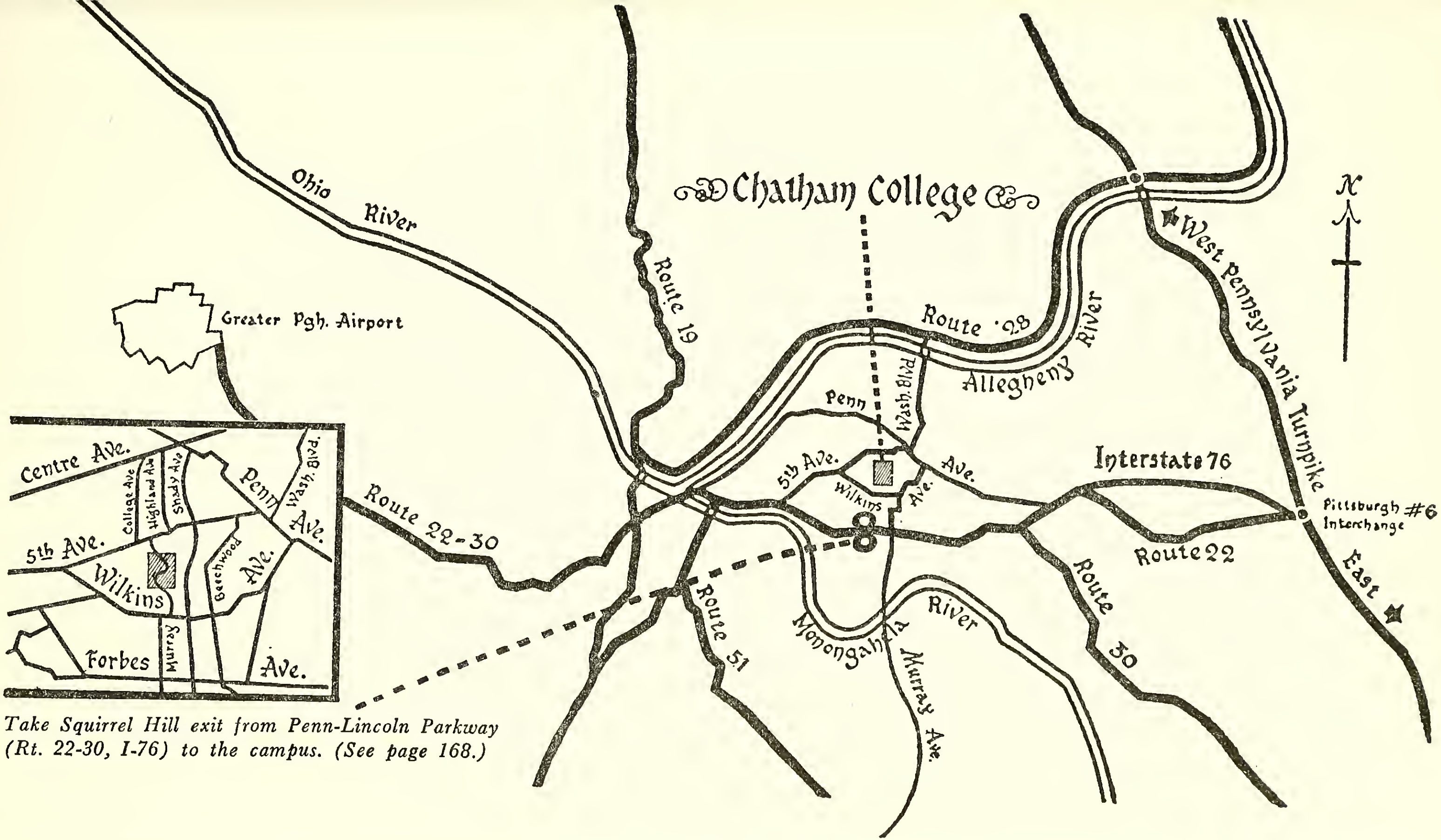
The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a twenty minute taxicab distance from downtown Pittsburgh and the railway station, and approximately forty minutes from the airport. Approximately an hour should be allowed if visitors utilize the limousine service from the airport.

Driving to the campus from the east *and* west, it is advisable to exit the Pennsylvania Turnpike at the Pittsburgh Interchange #6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the Tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.


Chatham College
N
Ohio River
Route 19
Greater Pgh. Airport
Route 28
Allegheny River
West Pennsylvania Turnpike
Pittsburgh #6 Interchange
East
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins Ave.
Interstate 76
Route 22
Route 22-30
Route 30
Route 51
Monongahela River
Murray Ave.
Centre Ave.
College Ave
Highland Ave
Shady Ave
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins
Beechwood Ave.
Murray
Forbes Ave.

Take Squirrel Hill exit from Penn-Lincoln Parkway (Rt. 22-30, I-76) to the campus. (See page 168.)

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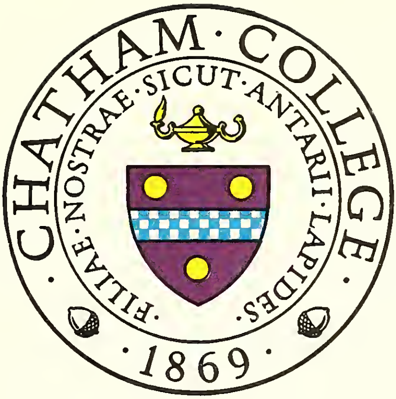
. . . for further information
write to Director of Admissions,
Chatham College,
Pittsburgh, Pennsylvania 15232



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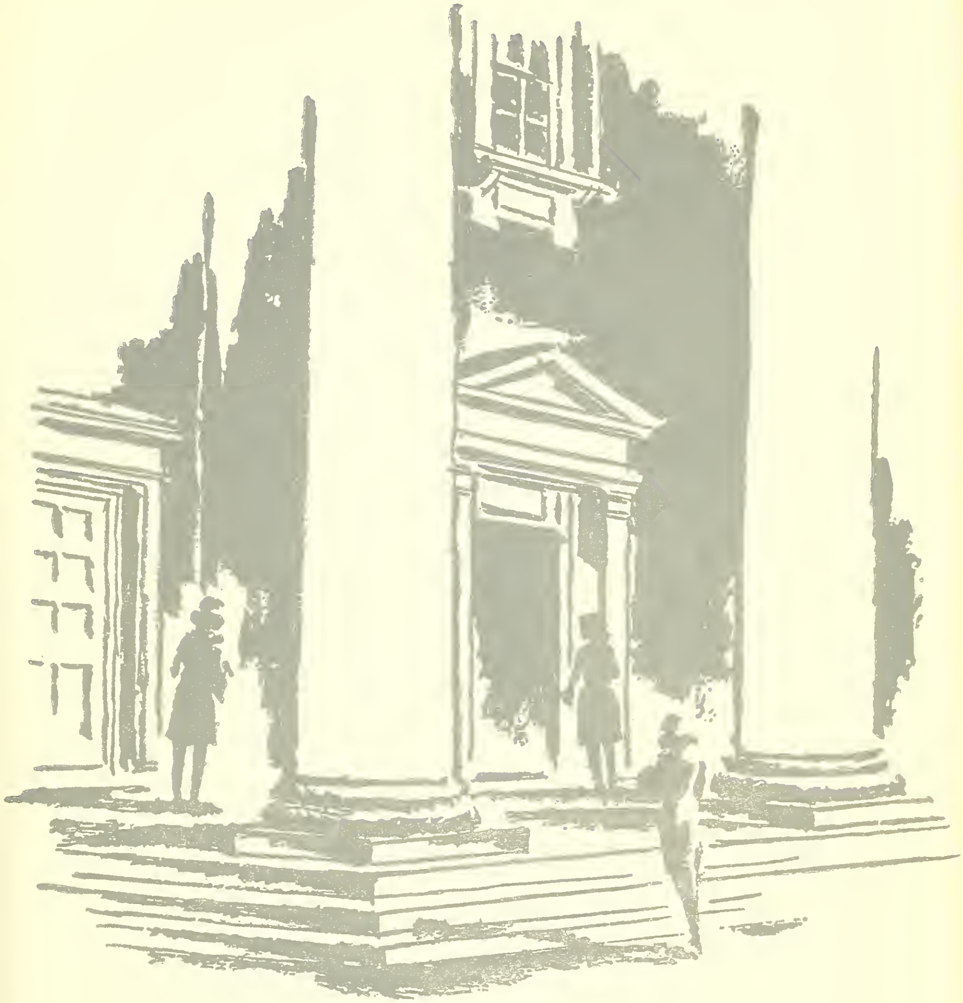

EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust and act responsibly.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from individual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The College program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities emphasized in the College program are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which hopefully emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where common curricular goals are desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic curriculum: basic education should be (1) comprehensive, (2) directive in emphasis, (3) correlated with specialized interests, (4) concerned with the development of social consciousness, (5) challenging to the further use of creative talent and (6) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science—astronomy, biology, chemistry, mathematical physics or psychology—is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural and social developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. The four versions in which the course is offered emphasize various aspects and cover different time spans, thus taking into consideration the different student interests and needs as far as basic college history is concerned. This is not a history of western civilization in the conventional sense; rather, it is a course appraising the achievements and analyzing the problems of our cultural heritage.

THE AMERICAN POLITICAL PROCESS. This is a three-hour one semester course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

WORLD ISSUES. An analysis of related issues which have been foremost in changing the direction and characteristics of international politics in the mid-twentieth century. Beginning with the problem of race relations and the emergence of the "third world" in the post colonial-period, the course explores the success and failure of foreign aid, economic development and nation-building. Considerable emphasis is placed on various alternative methods of nation-building and the international crisis situations which arise when social and political development are thwarted.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a three-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry and music. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience n which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

ASIAN PHILOSOPHY. A three-hour semester course which may be taken in the senior year in place of the senior unit of Knowledge and Values. The course emphasizes the philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirement, pages 42 and 78).

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less ıan half of the requirements for graduation. Not all this work ill be taken in the first two years, but rather it is spread ıroughout the four years.

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*Further description of these courses may be found on pages 47-50.

Fulfillment of any one or more of these academic reuirements may be achieved by passing exemption examinaons. Through the exemption examinations a student may tablish her right to move on to advanced courses.

Basic education and specialized work should both be ırts of a continuous process. They should be correlative and ɔt concentrated at any one time as if to indicate that they ıve no relationship with one another. Both basic and individılized education are necessary for a complete over-all eduıtion.

Individualization takes three forms: (1) attention to the ırticular problems of each student in fulfilling the requireents in basic education; (2) provision of an adequate guidıce program to assist the student in making decisions and ljustments from the time of admission through to placement ter graduation; and (3) development of a sufficiently flexle curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes ıat every student should achieve competence in one particular ea and also a deep interest in avocational activities. The culty, therefore, has determined that approximately oneıarter of the four-year program shall be devoted to concenation in one or more fields of study, and approximately oneıarter should be devoted to elective studies which the student ırsues of her own free will. Above all other considerations, is a balance between basic and individualized studies which important at Chatham College.

To fulfill the requirement in concentration, the College fers two choices: a field major and an interdepartmental ıajor.* A field major involves advanced work in a specific

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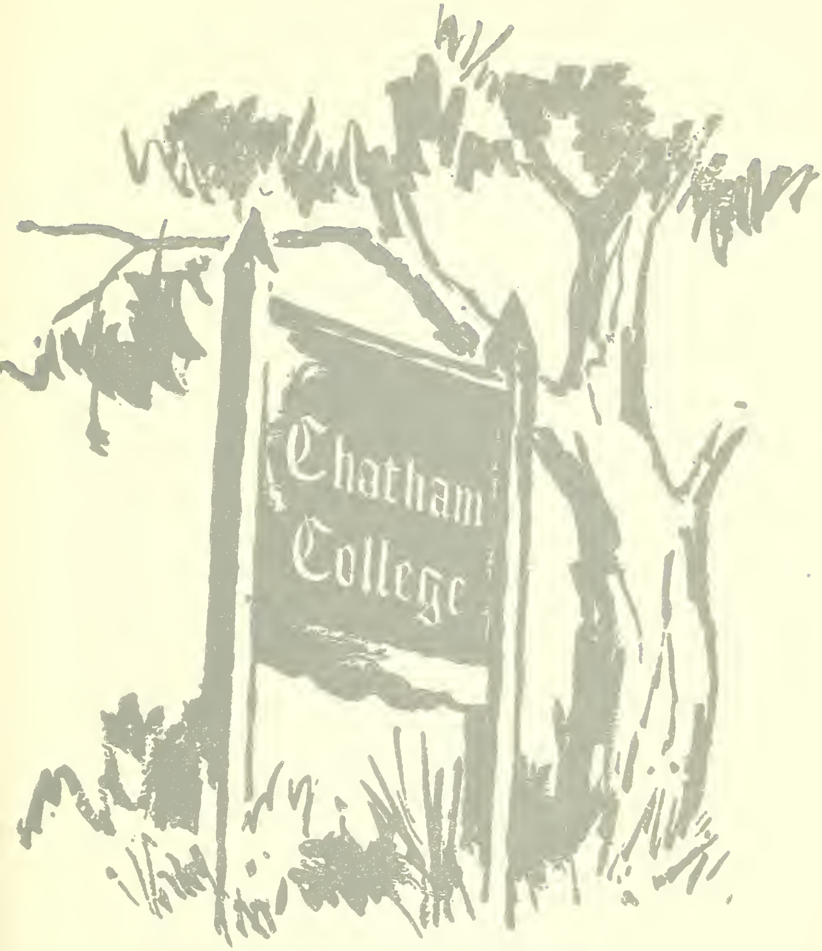
urther description of these majors may be found on pages 42 and 43.

field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors representing six hours of academic credit which will be reserved until the conclusion of the tutorial. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the College.


Chatham
College

THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. The College began as Pennsylvania Female College, founded to offer an educational program to young ladies comparable to the finest offered young men. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the College site. For many years, the College Catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a fullfledged college. The College offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the College, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the College consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The College continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

In the following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, he student would concentrate in the field of her special nterest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty believed, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildngs were added through the generous gift in 1940 of Paul Mellon. He presented the College with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the College saw an addiion to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which ncluded an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings o replace the original College buildings. Thus the College became one of the best equipped small colleges in the country.

Benedum Hall was given to the College by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 he College received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelletreau Hall, a two-unit apartment structure on Fifth Avenue.

In 1965 the College received as a gift the home of Julia and James Rea, and in 1966 the Marjory Rea Laughin home, both of which are located on Woodland Road across from Andrew W. Mellon Hall. In 1967 Grenville House, the former home of Lewis W. Hicks on Fifth Avenue, was purchased and is presently being used as the Periodical Library pending the construction of the new Jennie King Mellon Library.

Currently the College has an endowment of over twelve million dollars in market value.

In 1946, the foundation of the present curriculum was introduced, a development which placed Chatham among the pioneers in curricular progress in the post-war period.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founders and continuing a liberal arts non-sectarian pattern. Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of theatres, museums, libraries, the symphony hall, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of six hundred and fifty. The campus also has expanded to meet the growth of the College: there are now forty-two buildings, including a number of aculty homes, on approximately fifty-one acres of rolling, vooded grounds.

Dominating the Chatham landscape is the Chapel which eats seven hundred people and which has a four-manual Aoeller organ with carillonic bells. The bells are played for en minutes before religious services and each evening just efore dinner. On the ground floor of the Chapel are a large unge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings s the James Laughlin Memorial Library which contains nore than seventy-seven thousand volumes. Like the Chapel nd all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide ables, individual lights, and comfortable chairs, is a pleasant lace in which to study. The browsing room, with its pan- led walls and inviting lounge chairs, tempts one with its are old volumes as well as with books of contemporary in- erest and the latest periodicals. On the lower floor are the eserve room, the historical room, seminar and private study ooms, and the microfilm room.

The Louise C. Buhl Hall of Science, which was com- letely renovated in 1966, has laboratories for the study of hemistry, biology, psychology, and physics, as well as the Earl . Wallace Lecture Hall with facilities for the use of the latest udio-visual aids. The provision of individual laboratory areas ermits assignment of a definite station to each upperclass tudent where she does all of her laboratory work. The Rachel Carson Memorial Reading Room on the lower floor has ap- roximately four thousand books and journals. It honors one f Chatham's most distinguished alumnae.

A trio of buildings, dedicated in the spring of 1954, com- letes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura alk Hall of Social Studies, gift of the Maurice and Laura

Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the eleven dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the College dining rooms. Paintings from the College collection are on permanent display in the living and dining rooms.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the College infirmary, Lindsay Hall, which once was the home of the presidents of the College.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for forty-four students and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the College collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre creation field and the Physical Education Center. This uilding includes a large gymnasium floor, seminar rooms, assrooms, dance studio, and offices. On the recreation field e a regulation hockey field and an archery range, and across ie road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold eather, the Lodge (just off the playing field), with its large ving room, open fireplace, and kitchenette, is an inviting ace for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the andsome Berry Hall, residence for students, and Gregg ouse, home of the President of the College and his family.

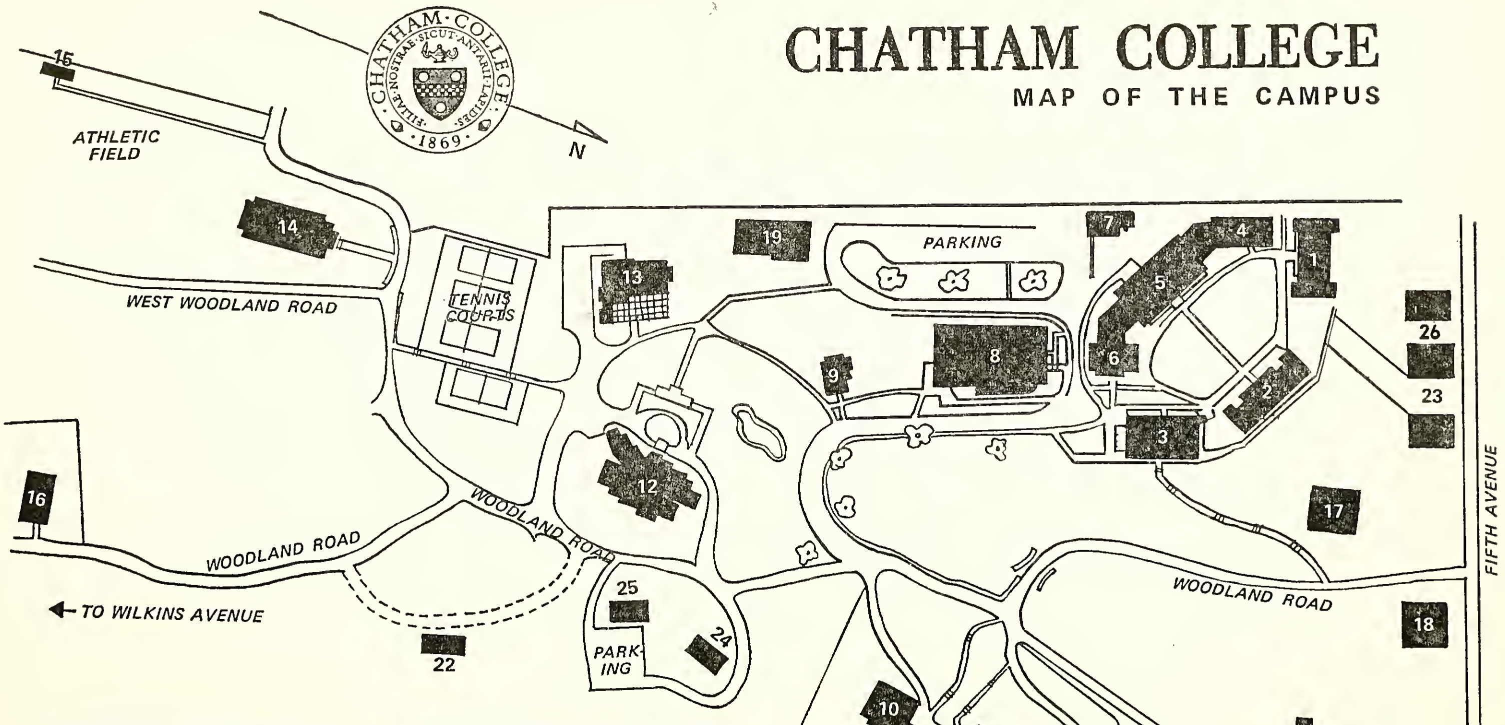
On the hillsides opposite Woodland Hall are five resi-ence halls. Fickes and Beatty Halls, together with the Julia id James Rea House and the Marjory Rea Laughlin House, e characteristic of the homelike atmosphere which is one the most appealing features of the Chatham residence halls.

Benedum Hall was once the home of oilman Michael . Benedum. On the grounds of this estate is the Arts Studio, ell supplied with natural light. Both of these buildings are tuated high above Fifth Avenue and command an unqualled view of the city's Shadyside, East Liberty and akland districts. Terraced gardens connect the grounds of iis estate with those of Gateway House, a fine example of merican Gothic architecture.

Above Woodland Road from Gateway House is Mary cheson Spencer House, the residence of the Executive Dean the College. Down Fifth Avenue a short distance is Pelle-eau Hall, a two-unit structure with thirty-nine student and culty suites. Adjacent to Pelletreau is Grenville House hich houses the periodical collection and student and fac-lty study space. Both are connected to the main campus the back of the Library by handsomely landscaped ter-ced steps. Faculty family residences extend up Murray Hill venue on one side of the campus.

CHATHAM COLLEGE

MAP OF THE CAMPUS


CHATHAM·COLLEGE·
FILIAE·NOSTRAE·SICUT·ANTARII·LAPIDES
1869
N
15
ATHLETIC FIELD
14
WEST WOODLAND ROAD
TENNIS COURTS
13
19
PARKING
7
4
1
5
6
8
9
2
26
23
3
12
16
WOODLAND ROAD
WOODLAND ROAD
← TO WILKINS AVENUE
25
24
PARK-ING
22
17
WOODLAND ROAD
FIFTH AVENUE
18
10
11
PARKING
21
20

1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL

14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE
17. MARY ACHESON SPENCER HOUSE
18. GATEWAY HOUSE
19. DILWORTH HALL
20. BENEDUM HALL
21. ART CENTER
22. BERRY HALL
23. PELLETREAU HALL

THE COLLEGE COMMUNITY

The College community of seventy-four faculty members
d six hundred and fifty students drawn from many states
d foreign countries provides a variety of experience and yet
sures each student a distinctive place and individual con-
deration. Most of the classes at Chatham are small and the
struction is individualized. Half of the classes have no more
an fifteen students enrolled, and the majority have no more
an thirty. There is opportunity for seminar discussions and
r numerous contacts with members of the faculty.

The quality of any educational institution is primarily
pendent on the ability and training of the faculty. In this
gard, Chatham is particularly fortunate. The faculty is com-
osed of men and women who find that a close teacher-stu-
ent relationship is rewarding. All have been selected for their
aching ability, their personal interest in students, and their
ility to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being in-
ructed by and having access to creative teachers, Chatham
as maintained an extremely creative faculty. From the fac-
ty comes a steady flow of significant books and scholarly
ticles. In its membership are artists, musicians, dramatists,
d scholars of distinction. In addition to the permanent
embers of the faculty, Chatham has established the policy
inviting nationally and internationally known artists and
holars to serve in residence.

Phi Beta Kappa, the nation's oldest and best known
holastic honor society, consists of 166 chapters in leading
merican colleges and universities, with Chatham among
em. Students are elected to membership on the basis of
und scholarship, the promise of future creative scholarship,
d a minimum grade point average. Chatham's chapter of
hi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda, and Hong Kong. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the College, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity. Students should not enroll at Chatham College if they are not willing to accept and abide by the Honor Code.

The College maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Each residence hall has mature, responsible individuals or married couples serving as counselors. They meet regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the College. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh and its neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every College activity. Much of the social and activity program of the College centers in the residence halls where house dances as well as open houses are held at various times during the year. The non-resident students (approximately eight per cent of total enrollment) are an integral part of the social as well as the academic life of the College community. The Day Students' Apartment in Dilworth Hall, with its living room, bedroom, and kitchen facilities, is set aside for them exclusively. Day students have their own organization and their President is a member of the Chatham Community Government Board.

Chatham College regards its students as effective participants in all College affairs. Over the years the students have played an important role in helping to shape the kind of community of which they are an important part by serving on practically all of the College committees, from The President's Advisory Committee to the Curriculum Committee. During the past year, for example, representative students have served on ten major groups helping to shape plans for the proposed Chatham Forum which will include a new library, a student-faculty center, and a little theatre.

Students serve as voting or advisory members on almost all of the College's planning and policy committees.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the College annual, a pictorial and literary record of student life at the College; the weekly newspaper, featuring current news of interest, is called *The Arrow. The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra and choral groups.

Chatham College is non-denominational and welcomes students of all faiths.

The College believes that the development of spiritual and moral insight is an integral part of an educational experience. It has frequent inter-Protestant vesper services as well as weekly Episcopal communion and Roman Catholic Mass. Students are also encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the city of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11 to 11:50 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 32-34 are the lecturers, visitors and events presented during the academic year 1967-68.

THE CHATHAM VISITORS PROGRAM, first presented in 1963-64, is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days to a week and there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. A series of lectures are given by leading authorities from across the nation. Previous years' programs have focused on India and the Hindu World, Latin America, Sub-Saharan Africa, Southeast Asia, the Soviet Union, and China. The topic for 1968-69 will be "The Impact of Africa on America." Funds from the Buhl Endowment and the Frick Educational Commission help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE

1967-68

Chatham Visitors

Gene Saks, actor and director
Jerome S. Bruner, psychologist
Chad Walsh, poet
A. L. Rowse, British historian

Programs in the Arts

Geraldine Fitzgerald in *The Honourable Estate*
William Clauson, Troubadour
Henry Spinelli, pianist
Commedia Dell 'Arte
The Oberlin Wind Ensemble

A Whitman Portrait

Russell Wichmann, organist
The Delaware String Quartet

Special Lecturers

Frederick Hard, Professor of English, University of California at Santa Cruz

Roger T. Peterson, Naturalist and Author

Anna J. Harrison, Professor of Chemistry, Mount Holyoke College

The Non-Western Program (Africa)

Robert A. Lystad, Professor of African Studies, School of Advanced International Studies, The Johns Hopkins University

Alan P. Merriam, Chairman, Department of Anthropology, Indiana University

Martin Kilson, Research Associate, Center for International Affairs, Harvard University

Ezekiel Mphahlele, Author and Lecturer, University College, Nairobi

David Hapgood, Consultant, Peace Corps in Africa

Andrew M. Kamarck, Director, Economics Department, International Bank for Reconstruction and Development

William J. Foltz, Associate Professor of Political Science, Council on African Studies, Yale University

Edwin S. Munger, Professor of Political Geography, California Institute of Technology

Gwendolen M. Carter, Director, African Studies Program, Northwestern University

Symposium on the Public/Private Woman

Margaret C. McNamara (Mrs. Robert S.) Chairman Executive Committee, D.C. Citizens for Better Education

Mary Virginia Bowden (Mrs. Gordon T.) Senior Economic Analyst, New York Life Insurance Company

Dorothy K. Goldberg (Mrs. Arthur J.) Artist

Mary C. Hazard (Mrs. Leland) Member of the Board of Education, City of Pittsburgh

Elsie H. Hillman (Mrs. Henry L.) Chairman, Republican Executive Committee of Allegheny County

Lydia S. Katzenbach (Mrs. Nicholas B.) Chairman, National Negro Students Fund

Esther Raushenbush (Mrs. Carl) President, Sarah Lawrence College

Elspeth D. Rostow (Mrs. Walt W.) Professor of American History, American University

Nancy White (Mrs. Ralph D. Payne, Jr.) Editor-in-chief, HARPER'S BAZAAR

Ruth R. Whitney (Mrs. Daniel A.) Editor-in-chief, GLAMOUR

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham have an opportunity to avail themselves of a wide variety of programs and services at other well-known Pittsburgh institutions of higher learning. Chatham, Carnegie-Mellon University, Duquesne University, Mount Mercy College, and the University of Pittsburgh are members of the Pittsburgh Council on Higher Education. The Council sponsors many inter-institutional programs so that Chatham students may work with students from other institutions and become members of a wider university community.

CARNEGIE-MELLON UNIVERSITY

Chatham College and the Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.

2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.

3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution n which he or she is enrolled. The credit he receives will apply toward his undergraduate degree.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an inter-college, inter-disciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Four courses, Comparative Communist Economic Sysems, Comparative Communist Social Systems, Comparative Communist Political Systems, and Comparative Marxist Ideology, will be offered in 1968-69. Chatham students hould inquire at the Office of the Executive Dean for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council for Higher Education, the University of Pittsburgh will offer an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

MOUNT MERCY COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Mount Mercy College without extra charge. Mount Mercy students may take Portuguese at Chatham.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most vital and progressive cities in the United States.

Over two billion dollars have been spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

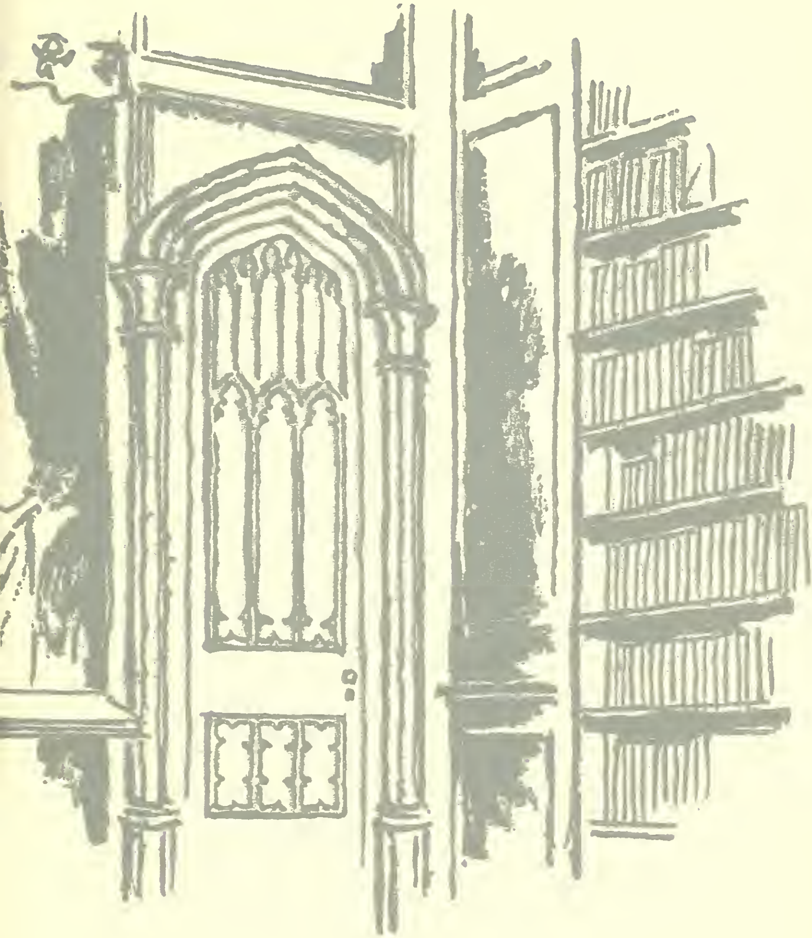
Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; and choral students participate in concerts with orchestras and other instrumental groups.

Most Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Chamber Music Society, the International Poetry Series, and numerous other recitals and concerts.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short disance from the campus and its large collection of volumes upplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service proects in Pittsburgh. Tutoring groups aid local high school eachers and principals, and students serve in hospitals, neighborhood centers, youth organizations, and in a wide variety of health and welfare organizations.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including Effective Speech, four units of Physical Education, and one of the following English courses: Content and Form in Contemporary Literature; The Dimensions of Poetry; Mythology, Epic, and Ballad; or Advanced Exposition (by department permission):*

Social Sciences:	Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, The American Political Process, World Issues, and Culture and Personality.
Humanities:	Fifteen hours of course work including nine hours in The Arts course. The remaining six hours may be in Knowledge and Values or three in the sophomore Knowledge and Values and three in Asian Philosophy.
Natural Sciences:	Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

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*A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may have the opportunity to develop especially designed programs. With the advice of their advisor certain Basic courses may be omitted.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

Field of the Major

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and anthropology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Students interested in a pre-medical course of studies should consult with Dr. Chmura in the biology department; those interested in pre-law, with Dr. McKechnie in political science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the Basic Curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

Interdepartmental Majors

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines many combinations of courses are possible. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

Students may major in a program of American Studies supervised by a faculty committee including Dr. Andrews, Dr. Bonn and Dr. McGuire. Any student interested in majoring in American Studies must consult with a member of the committee in preparing her schedule of classes.

HONORS

Honors are conferred annually and at Commencement as follows:

High Honors: a cumulative average of 3.75 or above
Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually. (See page 27.)

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.

DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

Culture and Personality

05. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, ociology, and political science where these fields confront psychological ssues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits, second semester.

AREA II

Natural Sciences*

1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

1-2. BIOLOGY. A study of the principles revealed by living organsms. Three recitations and a two-hour laboratory weekly. Three credits each semester.

1. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for informed citizenship in the modern world. A terminal course. Prerequisite: Chemistry 1. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

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*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

Note: Chemistry 3 may be substituted for Chemistry 1, and Chemistry 4 may be substituted for Chemistry 2 in the Basic Curriculum. (See page 56 for description of these courses.)

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

1-2. PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

Social Relationships

1 to 8. WESTERN CIVILIZATION. A comprehensive history course analyzing the essential factors in the formation of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilization, its expansion, and its evolution to the present. The course covers significant developments in the Americas as they form a creative part of western civilization.

In consideration of various student interests and needs, the course is offered in four different forms: 1. The entire history of western civilization, its formation and modernization. 2. The ancient and medieval world through Renaissance and Reformation. 3. The modern western world from the Age of Reason and Enlightenment to the present. 4. The parallel development of western civilization in Europe and America since the sixteenth century. Three credits, each semester.

101. THE AMERICAN POLITICAL PROCESS. This is a three-hour course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

05. WORLD ISSUES. An analysis of related issues which have
een foremost in changing the direction and characteristics of internation-
l politics in the mid-twentieth century. Beginning with the problem
f race relations and the emergence of the "third world" in the post-
olonial period, the course explores the success and failure of foreign
id, economic development and nation-building. Considerable emphasis is
laced on various alternative methods of nation-building and the inter-
ational crisis situations which arise when social and political develop-
ient are thwarted. Three credits, either semester.

AREA IV

ESTHETIC ACHIEVEMENTS

HE ARTS. A three semester sequence in the humanities taken in the
ophomore and junior years. The Arts builds upon the freshman course
ı History of Western Civilization and upon the sophomore philosophy
ourse. Although the materials of the course are correlated, they in-
lude a semester of art history, a semester of music history, and a se-
iester of literature (fiction, poetry, and drama).

The Arts emphasizes distinctions among the several arts and inte-
rating social and aesthetic principles. An awareness of tradition is
ncouraged through the study of great works of the past, and this study
related, in turn, to the contemporary scene. A program of independ-
nt reading and critical reviews of concerts, plays, art exhibits, and dance
ecitals in the community helps the student to formulate critical stand-
rds and to develop a personal philosophy. One lecture and two semi-
ars each week. Three credits each semester.

. THE ARTS. Form and content: Elements of the various arts. Our
eritage from "classical" art, as exemplified in works from Greek clas-
cism and from re-interpretations of Greek and Roman classicism in
ie Renaissance and the seventeenth and eighteenth centuries.

01. THE ARTS. Our heritage from the Biblical tradition in the
Iiddle Ages and the Renaissance. Growth of individualism in the arts.
'he development of realistic and impressionistic arts in the nineteenth
entury.

02. THE ARTS. Some major developments studied through major
rtists of the twentieth century.

AREA V

ORGANIZATION OF EXPERIENCE

151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments.

151. Sophomore year. Three credits either semester.

152. Senior year. Three credits either semester.

153. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. (See page 78.)

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester.

PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are organized to develop skill and to provide recreational value in each activity throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen —as French 1-2—the course may not be entered second emester without permission and no credit is given for one emester's work. If the numbers of a year course are separated by a comma—as Art 3, 4—the course may be entered either semester and taken for credit.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

ART

Students majoring in art must take a minimum of thirty-our hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 3, 4 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 5, , 7, 8, 17, 18 or Art 9, 10, 19, 20. t is expected that each major will be able to take six more hours in the alternate studio ourse and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History.

Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

3, 4. STUDIO ARTS. An exploration of three studio areas (basic drawing, printmaking, and painting). The course is designed as a one-year sequence of three parts. The first semester acquaints the student with drawing materials and leads to a segment of printmaking. The second semester continues the printmaking techniques and develops into an examination of painting fundamentals. Three credits each semester.

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. DRAWING AND SCULPTURE. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Three credits each semester.

15. ADVANCED DESIGN. A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. Three credits, first semester.

16. ADVANCED DESIGN. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Three credits, second semester.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include watercolors and various tempera media. Three credits each semester.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester.

121-122. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecure. First semester serves as a prerequisite for second semester. Three credits each semester.

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits, first semester.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits, econd semester. Not offered 1968-69.

25. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second emester. Not offered 1968-69.

33. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orien- ation of American artists to European culture and the development of national attitudes. Three credits, first semester. Not offered 1968-69.

35. ITALIAN BAROQUE. The classical and realistic currents and heir development in Rome as seen in religious painting, sculpture and architecture. Three credits, first semester. Not offered 1968-69.

36. FRENCH AND SPANISH BAROQUE. The translation of hese currents into the art of France and Spain, with attention given both to major and minor figures of the time. Three credits, second semester. Not offered 1968-69.

37, 138. ITALIAN RENAISSANCE ART. A survey of the art of taly from Giotto to Tintoretto. The first semester will trace the de- elopment of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. Not offered 1968-69.

41, 142. ADVANCED PROBLEMS IN ART. Individual instruc- ion in advanced projects. The course may be taken only with the ermission of the chairman of the department. Two or three credits ach semester.

03-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the tudent focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work.

BIOLOGY

Biology 1-2 is required of all majors and is a prerequisite for all other biology courses. Additional requirements for the A.B. degree in biology are Chemistry 1 and 4, to be completed before the senior year, and twenty-six additional hours in biology including six hours of tutorial. Mathematics 10 is strongly recommended. Students who take certain additional courses in chemistry and physics or mathematics receive the B.S. degree in biology.

1-2. BIOLOGY. See Basic Curriculum, page 47.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and ecology of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester.

8. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations and morphological modifications have determined its structure. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1968-69.

101. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry 1 or 3 and 4. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1968-69.

107. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Two lectures and four hours of laboratory. Four credits, first semester.

109. GENETICS. A study of the principles of inheritance in plants and animals. Recommended prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits). Second semester.

110. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes and experiments useful in elucidating mechanisms controlling morphogenesis. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1968-69.

1. BIOLOGICAL TECHNIQUES. An introduction to current search methodology in the biological sciences. Two lectures and four urs of laboratory. Four credits, first semester.

4. ANIMAL PHYSIOLOGY. A study of the functioning of cells, ssues, and organ systems of animals. Prerequisite: Chemistry 1 or 3. wo lectures and four hours of laboratory. Four credits, second semester. ot offered 1968-69.

5. ECOLOGY. A study of the interrelation between organisms and eir environment. Two lectures and four hours of either laboratory or ld work. Four credits, second semester. Not offered 1968-69.

1. BOTANY. The morphology, taxonomy and evolution of plants. wo lectures and four hours of laboratory. Four credits, second semester. ot offered 1968-69.

2. PLANT PHYSIOLOGY. The physiological and chemical retions of plants in relation to the environment. Two lectures and four urs of laboratory. Prerequisite: Biology 121. Four credits, first semester. ot offered 1968-69.

6. PHYSIOLOGICAL PSYCHOLOGY. An examination of the ience of bodily functions with special emphasis on the physiological sis of behavior. This course will give the student a fundamental owledge of the neural and physiological processes and their relationip to the organism's adjustment to its environment. Prerequisite: ology 1 or Psychology 1-2. Three credits, first semester.

0. SPECIAL TOPICS: Lectures and laboratories in areas of conmporary biology not covered in other course offerings. Four credits, cond semester.

1, 142. INDEPENDENT STUDIES. For the exceptional student ho has suitable preparation, an opportunity to study the subject matter a course not regularly offered. Weekly conferences with the instructor. hree credits each semester.

2. SEMINAR. In depth studies of contemporary biological rearch literature. Critical survey of research methodology applicable to ological problems. Consultations with local researchers and studies of search facilities. Required of biology majors. Three credits, second mester.

133. MARINE BIOLOGY. A concentrated study of marine and intertidal organisms in their natural habitat. The course will include lectures at the Institute of Marine Science of the University of Miami and field lectures by the personnel of the National Park Service at Everglades National Park. Field lectures and studies will be conducted at Institute of Marine Science at the Pigeon Key facility. Open to junior and senior majors in biology. Prerequisite: Biology 7. Three credits, between first and second semester of alternate years.

203-204. TUTORIAL. Two hours each semester.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, Mathematics - Physics 1-2, Mathematics - Physics 121-122 and Chemistry Tutorial 201-202, 203-204. Chemistry 108, 111, and 112 are optional.

Candidates for the B.S. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, 111, 112, Mathematics-Physics 1-2, Mathematics-Physics 121-122, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

1-2. CHEMISTRY. See Basic Curriculum, page 47.

3. STRUCTURAL CHEMISTRY. An introduction to modern chemistry emphasizing atomic, molecular, and solid state structures.* Admission by examination and/or departmental approval. Three lectures and three hours of laboratory. Three credits, first semester.

4. ELEMENTARY ANALYTICAL CHEMISTRY. Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry 1 or 3. Three lectures and six hours of laboratory. Five credits, second semester.

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*This course can be substituted for Chemistry B-1.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the common classes of aliphatic and aromatic compounds. Prerequisite: Chemistry 4. Three lectures and six hours of laboratory. Five credits, first semester.

106. ORGANIC CHEMISTRY. Reaction mechanisms and other theoretical aspects of the subject. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106, Chemistry 109; corequisite: Chemistry 110. Three lectures and six hours of laboratory. Five credits, second semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

109-110. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria, electrochemistry, kinetic theory and chemical kinetics. Prerequisite: Chemistry 4 and Mathematics-Physics 121-122. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from the various classes of inorganic compounds of current interest. Prerequisite: Chemistry 110. Three lectures. Three credits, first semester.

112. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions, and their application as tests for the presence of various groups. Instrumental methods are included. Prerequisite: Chemistry 106 and Chemistry 110. Two lectures and six hours of laboratory. Four credits, first semester.

201-202. TUTORIAL. Required of all juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of twenty-seven hours in the department including Drama 3, 4 and Drama 120, 121; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. Effective Speech is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. Second Semester: An introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester.

5-6. ACTING. Study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits.

101, 102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Not offered 1968-69.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester. Not offered 1968-69.

107, 108. EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester.

10. AMERICAN DRAMA. The backgrounds of modern American Drama and the evolution of an American style in theatre arts. Emphasis will be upon the development of drama since 1918. Three credits, first emester.

20, 121. THEATRE WORKSHOP. Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester.

41, 142. INDEPENDENT STUDIES. Three credits each semester.

03-204. TUTORIAL.

Speech

ee EFFECTIVE SPEECH under Basic Curriculum, page 50.

0. ADVANCED SPEECH. Further work in Speech for students who have exempted Speech 1 or who wish to continue Speech after peech 1. Panel discussion, debate, and individual speeches will be used o help the student toward a personal, persuasive style of delivery. Three redits, second semester. Not offered 1968-69.

ECONOMICS

Students majoring in economics are required to take the ollowing courses: Economics 103, 104, six hours; Economics 19, 120, six hours; and the tutorial, six hours. In addition he major must take four from among the following courses: Economics 109, 111, 113, 114, 122, 133, 141, 142. An economics major has the opportunity to take certain economics ourses at Carnegie-Mellon University but may do so only with the permission of the department and the Executive Dean. Those courses at Carnegie-Mellon available to the Chatham economics student are: Economics of the Business Firm, Economic Growth and Fluctuations in America, Workers and Unions in the American Economy, and Psychological Foundations of Industrial Behavior.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and Carnegie-Mellon, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas which concern both the economic and political institutions and processes of society.

103. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Three credits, first semester.

104. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 103. Three credits, second semester.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, first semester.

1. MANPOWER ECONOMICS. A study of the labor supply and ; relation to the economy. Particular attention is given to the union ovement and labor legislation. Prerequisite: Economics 103 or per- ission of the instructor. Three credits, second semester. Not offered)68-69.

3. GOVERNMENT AND THE ECONOMY. An investigation and ıalysis of federal and state government in the economic life of the nited States. Topics included are fiscal policies, taxation, the budget, ısiness regulation, agricultural programs, and welfare measures. Three edits, second semester. Not offered 1968-69.

4. INTERNATIONAL ECONOMICS. Introduction to internation- trade and finance: An examination of the structure of international ade and the functioning of the international monetary system. At- ntion will be given to recent crises in these areas and the relationship etween the domestic and international economies, including the pro- ess of adjustment to Balance of Payments disequilibria. Prerequisite: conomics 103. Three credits, second semester.

19, 120. HISTORY AND PHILOSOPHY OF ECONOMIC HOUGHT. The evolution of economic philosophies, an analysis of ading historical and current philosophies, and a study of their possible fects upon the economic system. Prerequisite: Economics 103. Three edits each semester.

22. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. he special economic problems of underdeveloped areas and their ef- orts to promote economic growth. Topics include general structure, esources, agriculture and marketing, money and banking, industrializa- on and capital formation, and the need for planned growth with ability. Prerequisite: Economics 103. Three credits, first semester.

33. SEMINAR: GOVERNMENT AND THE ECONOMY (Iden- cal with Political Science 133.) An analysis of the major theoretical orks in the fields of economics, political science and sociology dealing ith the interrelationships between the government and the economy. pecial attention will be devoted to the formulation and implementation f governmental policies in relation to business, labor, agriculture, and ocial welfare in the period 1933 to the present. Three credits. Not offer- d 1968-69.

41, 142. INDEPENDENT STUDIES. Three credits each semester. Vith the permission of the Economics Faculty.

03-204. TUTORIAL.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended for elementary or secondar Pennsylvania certification after they have satisfactorily com pleted the teacher preparation program and the colleg major subject requirements for the bachelor of arts degre For any other state students are recommended when the have completed the specific requirements of that state. A education students are required to take the National Teache Examinations in their senior year.

The required professional program for the secondar level includes Education 181, 182, 190, 197 and 199 an Mathematics 5, 10 or an appropriate mathematics cours plus recommendation of the college for certification. Th required professional program for the elementary level in cludes Education 181, 186, 187, 188, 195 and 198 plus re commendation of the college for certification. Students pre paring to teach on the elementary level are also required t take Mathematics 5 and acquire basic music skills if they d not already possess them. All students are expected to partic pate in an observation program in the public schools precedin their junior year. Close cooperation between the academi departments and the Education Department is utilized t develop the most appropriate course sequence for competenc in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. Students investigate th role of a classroom teacher by using materials that simulate a schoo Teaching behaviors are identified and evaluated according to: researc findings, verbal and non-verbal interaction analysis, and effect o pupil performance. The role of the teacher in American society as citizen, professional scholar, and educational leader is also analyze Prerequisite to all education courses. Three credits, first semester.

32. PRINCIPLES OF SECONDARY EDUCATION. Students nalyze the role of the American high school—urban and suburban: oals of its total curriculum and academic disciplines, their structure nd modes of inquiry; the adolescent, his characteristics and needs. tudents also practice writing appropriate behavioral educational goals or high school pupils in the context of their college major discipline. he role of reading in the academic curricula is investigated. Guided observation in local schools reinforces the theoretical considerations of ie course. Three credits, first semester.

36. TEACHING OF READING AND THE LANGUAGE ARTS N THE ELEMENTARY SCHOOL. Students analyze the behaviors ivolved in teaching and learning the acts and arts of communication, icluding the interrelationships among listening, speaking, writing, and eading. Classroom organizational patterns, materials, and approaches s integrated within the total elementary curriculum, and specific echniques of individualizing instruction are studied. The refinement f teaching strategies through microteaching and tutoring individual r small groups of children in cooperating elementary schools reinforces ie theoretical considerations of the course. Three credits, second emester.

0. MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACH-RS. Instruction in the fundamental music skills—reading music, playig and singing simple melodies, using basic rhythm patterns, and learnig to listen to music acutely. An exemption examination may be taken y a student who can demonstrate her abilities with the above skills. No redit, second semester.

87. TEACHING OF SOCIAL STUDIES, CHILDREN'S LITER-TURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL. tudents give attention to the scope and sequence of the social studies urriculum analyzing its spiralling conceptual development. Students eam in developing a resource unit based on a major social studies heme and continue their practice of appropiate teaching behaviors hrough microteaching. Contributions of children's literature, music, nd art to the language arts and social studies are also stressed. rerequisite: Education 186 and basic music skills. Three credits, first emester.

188. TEACHING OF CONTEMPORARY MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL. Students investigate the societal and scientific changes affecting the elementary curriculum; specific emphasis on materials, methods, and research findings; refinement and extension of appropriate teaching strategies through use of contemporary audio-visual materials, observation of existing elementary school programs; and demonstration of competency in teaching a prepared lesson in an elementary school classroom. Prerequisites: Education 186, Education 187, Mathematics 5. Three credits, second semester.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behaviors and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behaviors plus the use of interaction analysis instruments. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curricula in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teaching at the elementary level in a public school under the guidance of an experienced teacher and a faculty member of the Education Department. Video-tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors when appropriate are a significant part of the course experience. Registration by application. Six credits, first semester.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Registration by application. Six credits, first semester.

98. SENIOR SEMINAR FOR ELEMENTARY STUDENT EACHERS. Students explore and analyze specific problems enountered in student teaching; synthesis of materials and methods, reated to total school curriculum; relationships of measurements, evalution, observation to identify instructional needs and evaluation of pupil erformance. Practice in teaching behaviors using video-tape recordings continued. Three credits, first semester.

99. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHRS. Students analyze and discuss problems of teaching approached istorically, philosophically, and sociologically as based upon the pracical experience and observation received from student teaching. Pracce in teaching behaviors using video-tape recordings is continued. hree credits, first semester.

41, 142. INDEPENDENT STUDIES. For the exceptional student ho has demonstrated suitable preparation and motivation an opportuity to study in depth a subject area not regularly included in the schedule f courses. Weekly conferences with the instructor. Prerequisite: comletion of the professional sequence and permission of the department. hree credits each semester.

03-204. TUTORIAL. Major field.

ENGLISH

Students majoring in English are expected to take a mininum of twenty-four hours in the department, one junior-enior seminar, and the tutorial in English. The minimum equirement includes English 101, 111, 121, 131, one semester f Shakespeare, and one semester of Major American Writers. nglish majors should scrupulously observe all prerequisites.

. CONTENT AND FORM IN CONTEMPORARY LITERATURE. ignificant twentieth century fiction is selected to introduce the student o principles of literary criticism, with emphasis on close reading, on he ways in which the elements of fiction can be used, and on clear ritical writing. For freshmen only. Three credits, either semester.

. THE DIMENSIONS OF POETRY. An exploration of the nature nd variety of poetry and poetic forms: poems in English, past and resent, studied for the relation between the quality of the poem and he techniques of poetry used. The course will emphasize the understandng, enjoyment, evaluation of poetry, and clear critical writing. Open o freshmen and sophomores. Three credits, either semester.

101. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, either semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to all classes. Three credits, first semester.

104. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and the minor poems, with attention to English culture of the Medieval period. Prerequisite: English 101, or permission of the instructor. Three credits, first semester.

105, 106. SHAKESPEARE. First semester, the major comedies, historical plays, and sonnets; second semester, the major tragedies. Primarily for juniors and seniors. (English majors should have had English 101.) Three credits each semester.

111. ENGLISH LITERATURE FROM MILTON TO THE ROMANTICS. Significant works in the development of English literature from Milton through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Three credits, second semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of imagination, science, and religion in the thought of these poets. Prerequisite: English 101 or English 103, and English 111, or permission of the instructor. Three credits, first semester. Not offered 1968-69.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. Not offered 1968-69.

52G. SEMINAR. In Fielding, Sterne, Austen. Open to juniors and niors. Three credits, first semester.

21. ENGLISH LITERATURE, 1800-1900. Works representative of nportant cultural developments from Wordsworth to Shaw. Three edits, first semester.

23. NINETEENTH CENTURY ENGLISH POETS. Chief poets of ie Romantic and Victorian eras. Prerequisite: English 121, or permission of the instructor. Three credits, second semester.

24. THE NINETEENTH CENTURY NOVEL. The development f the English novel as a literary form and as a reflection of the age, om Dickens to Butler. Three credits, first semester. Not offered 1968-69.

25, 126. MAJOR AMERICAN WRITERS. First semester: from ie Colonial period to the Civil War, with major emphasis on Poe, awthorne, Emerson, Thoreau, and Melville. Second semester: from ie Civil War to World War II, with emphasis on Whitman, Dickinson, wain, James, and Frost. Prerequisite: English 121, or permission of ie instructor. Three credits each semester.

28. TWENTIETH CENTURY LITERATURE. A study of the nsion of form and formlessness in the writer's attempt to articulate ality. Reading in such authors as Conrad, Lawrence, Faulkner, Yeats, oyce, and Eliot. Three credits, second semester.

31. ADVANCED EXPOSITION. Emphasis upon diction, usage, nd sentence structure; and on the organization of longer writings. Reuired of all majors, preferably not later than second semester of the phomore year. Open to freshmen only by permission of the department. Three credits, either semester.

33. WORKSHOP IN ELEMENTS OF IMAGINATIVE WRITNG. Composition of fiction and poetry. Writing assignments will be esigned to help the student gain facility with the elements of these two orms. Class discussion will center on the student's own works. Not open o freshmen except by permission of instructor. Three credits, first senester.

134. ADVANCED IMAGINATIVE WRITING. Designed to give students with ability and interest an opportunity to work on advanced projects in poetry or fiction. Emphasis on developing the direction of the individual student's talents. The course will alternate, concerning itself one year with fiction, another year with poetry. 1968-69: poetry. 1969-70: fiction. Prerequisite: 133 or permission of instructor. Three credits, second semester.

135. A SEMINAR IN PRINCIPLES OF LITERARY CRITICISM. A seminar designed to develop the student's critical abilities and heighten her appreciation of literature by the study of literary theory and critical method in selected works by Plato, Aristotle, Horace, Longinus, Pope, and Coleridge, and by application of critical principles. Open to juniors and seniors. Three credits, first semester.

136. TRAGIC MODES. An exploration of the tragic patterns and their forms of expression in such works as Aeschylus, *The Oresteia;* Sophocles, the Theban plays; Euripides, *The Bacchae; Job; Luke;* Shakespeare, *Hamlet* and *Lear;* Milton, *Paradise Lost;* Ibsen, *Peer Gynt;* Conrad, *Lord Jim;* O'Neill, *Mourning Becomes Electra;* Camus, *The Myth of Sisyphus* and *Caligula;* Kafka, *The Trial.* Primarily for juniors and seniors. Open to others by permission of the instructor. Three credits, second semester. Not offered 1968-69.

152. A SERIES OF SEMINARS LEADING INTO THE TUTORIAL. Advanced, largely independent studies in particular problems in literature. Open to qualified junior and senior majors only. Should be elected by juniors preferably in second semester of the junior year. Any qualified junior or senior may, however, elect a seminar in any or all semesters. Three credits, either semester.

100. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. Designed to explore further the cultural developments noted in English 125-126 and History 163-164, this course is centered in major works from William Bradford to Dos Passos. Required of all junior American Studies majors. Open to English majors who wish to write a tutorial essay in American Literature and to other qualified upperclassmen by permission. Three credits, first semester.

203-204. TUTORIAL.

FRENCH

See Modern Languages, page 78.

GERMAN

See Modern Languages, page 81.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department plus one semester of historiography and the tutorial. History courses taken in the unior year count toward the major. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, iterature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise ndicated are open to upperclassmen, and to freshmen after consultation with the instructor.

1 to 8. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 48.

001. WESTERN CIVILIZATION: THE HISTORY OF ITS FORMATION. Principal developments of Western Civilization from its origins to the seventeenth century. By analyzing and interpreting political, religious, cultural, social, and economic movements, the course aims at explaining the formation of our civilization as a distinct historical phenomenon. The class work includes discussions of outside readings. Three credits, first semester.

002. WESTERN CIVILIZATION: THE HISTORY OF ITS MODERNIZATION. The breakdown of traditional forms of our civilization under the impact of modern changes. By analyzing and interpreting developments since the seventeenth century to the present, the course aims at explaining the emergence of Western Civilization in new forms, both in Europe and overseas. The class work includes discussions of outside readings. Three credits, second semester.

003. WESTERN CIVILIZATION: THE ANCIENT WORLD THROUGH THE BEGINNING OF THE MIDDLE AGES. The cultural history of Egypt, the Jews, Greece, and Rome, including early Christian life and thought, Byzantium, and Islam. Interpretive lectures will introduce weekly class discussions based upon guided reading both in primary sources and scholarly studies. Three credits, first semester.

004. WESTERN CIVILIZATION: THE MEDIEVAL WORLD THROUGH RENAISSANCE AND REFORMATION. The growth of European traditions from the age of Charlemagne to the close of the Reformation era. While surveying the general development of the Christian West, special emphasis will fall upon social and intellectual history. Interpretive lectures will introduce weekly class discussions based upon guided reading both in primary sources and scholarly studies. Three credits, second semester.

005. WESTERN CIVILIZATION: THE AGE OF REASON AND THE CENTURY OF ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of Eighteenth Century men as it was reflected in their political, social and economic writings and activities. Time will be allotted for class discussion of major problems and themes based upon reading of documents and interpretive literature. Three credits, first semester.

006. WESTERN CIVILIZATION: FROM THE NAPOLEONIC WARS TO THE PRESENT. A general survey of Western Civilization since the defeat of Napoleon. Attention will focus primarily upon political and economic developments, and upon the cultural and intellectual impact of these developments. Time will be allotted for class discussion of major problems and themes based upon reading of documents and interpretive literature. Three credits, second semester.

07. WESTERN CIVILIZATION: THE HISTORY OF ITS EXPANSION IN AMERICA. Early American history in the perspective of early modern European history. Emphasis is on parallel developments n Europe and America that have meaningful connections and which llustrate the historical process and the method through which the hisorian works. Discussions of collateral readings are an integral part of he course. Three credits, first semester. Not offered 1968-69.

08. WESTERN CIVILIZATION: THE HISTORY OF ITS MORE RECENT DEVELOPMENT IN AMERICA AND EUROPE. Transition from an agrarian to an urban, industrial society on both ides of the Atlantic. The continuing transit of European culture to America; U.S. expansion overseas and the entrance of the United States into the world balance of power; the conflict between 20th century democracy and totalitarianism. Discussions of collateral readings are an integral part of the course. Three credits, second semester. Not offered 1968-69.

01. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, eligion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first emester. Not offered 1968-69.

02. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second emester. Not offered 1968-69.

11. HISTORY OF THE EARLIER MIDDLE AGES. Background n the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester. Not offered 1968-69.

12. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester. Not offered 1968-69.

113. RENAISSANCE AND REFORMATION. The decline of the Christian West from the time of Dante through the close of the Thirty Years' War; among the topics studied will be the papal schism and the conciliar movement, both Italian and northern humanism, the formation of the modern state system, with special attention given to both Protestant and Catholic reformations. Three credits, second semester.

114. HISTORY OF EUROPE FROM 1648 TO 1815. A study of the Age of Enlightenment, with particular emphasis placed upon the major proponents of the dominant intellectual concepts of the age. Attention will be given to the impact of the Enlightenment and to the major attacks directed against its assumptions. As the cultural and intellectual center of Europe in this age, France is the main focal point of this course. Three credits, second semester. Not offered 1968-69.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester. Not offered 1968-69.

33. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning vith exploration, acquisition and settlement of colonies, the course will ocus on the evolution of British colonial policies, and the adoption and rowth of British institutions and ideas throughout the Empire. Major ttention will be given to the North American colonies, but they will be laced within the broader context of the Empire as a whole. Three redits, first semester.

34. HISTORY OF THE BRITISH EMPIRE AND COMMON-VEALTH FROM 1783 TO THE PRESENT. Continuing the general mphasis of the first semester, with additional attention given to changng British attitudes toward the Empire, its dissolution and current Comnonwealth developments. A dual focus upon the colonies of settlement nd the colonies of exploitation. Three credits, second semester.

41. INDEPENDENT STUDIES. An advanced course involving exensive reading, research papers, and weekly conference with instructor. pen to qualified juniors and seniors with permission. Three credits, irst semester.

51. HISTORY OF TSARIST RUSSIA. The rise and fall of the ievan state; the emergence of modern Russia and its development hrough the reforms of Alexander II. Three credits, first semester. Not ffered 1968-69.

52. HISTORY OF SOVIET RUSSIA. The crisis and collapse of he Tsarist regime, the Communist revolution of 1917, internal developnents and foreign relations of the Soviet regime to the present time. hree credits, first semester.

61. HISTORY OF THE UNITED STATES TO 1865. A general urvey of United States history from Colonial times through the Civil Var emphasizing political and economic factors and the study of selected istorical problems. Three credits, first semester.

62. HISTORY OF THE UNITED STATES SINCE 1865. A genral survey of the United States from the Civil War to the present, emhasizing political and economic factors and the problem approach to ecent United States history. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. Not offered 1968-69.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Not offered 1968-69.

166. HISTORIOGRAPHY. A study of the development of historical thought based on the selected writings of the great historians. Also includes techniques of historical investigation and research and preliminary training for the work of the senior tutorial. Three credits, second semester.

100. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. Designed to explore further the cultural developments noted to English 125-126 and History 163-164, this course is centered in major works from William Bradford to Dos Passos. Required of all junior American Studies majors. Open to English majors who wish to write a tutorial essay in American Literature and to other qualified upperclassmen by permission. Three credits, first semester.

170. SPECIAL TOPICS IN HISTORY: EUROPE FROM THE INVESTITURES STRUGGLE TO MAGNA CARTA. Seminar studies in a germinal period of European history; stress will fall on characteristic conflicts, like those between Church and State, East and West, monarchical institutions and feudal localism, courtly manners and ecclesiastical morals, and tradition and dissent. Open to qualified juniors and seniors with permission of instructor. Three credits, first semester.

170. SPECIAL TOPICS IN HISTORY: AMERICAN CIVIL WAR AND RECONSTRUCTION. An American history seminar involving broad reading in the literature of Civil War and Reconstruction and intensive research in selected problems. Open to qualified juniors or seniors with permission of instructor. Three credits, second semester.

182. AN INTRODUCTION TO ASIAN CIVILIZATION. After a urvey of the peoples and languages of India, China, and Japan, the ollowing topics are taken up for comparative study: classical literature, he family system, the reaction to western civilization and communism. Three credits each semester.

203-204. TUTORIAL. Three hours each semester.

MATHEMATICS

Students majoring in mathematics are expected to comlete, as a minimum, the tutorial and the following eight ourses in mathematics: Mathematics 1-2, 105, 108, 109, 10, 121, and 131. In addition to electives available in the Department, courses may be taken for credit at Carnegie-Mellon University. Permission for such enrollment must be btained from the department chairman and the Executive Dean. Courses in related subject matter are recommended: .g., logic, the natural sciences, and the social sciences. A tudent intending to pursue graduate study should acquire a eading knowledge of German, French, or Russian.

. ELEMENTARY MATHEMATICS-PHYSICS I. An introduction o the fundamental concepts of physical mechanics and concepts of nathematical analysis which are employed in order to formulate physical heory. Consideration is given to such concepts as time, length, mass, nd force. Measurement and the expression of physical relationships notivate the development of techniques for statistical analysis of exerimental data, numbers, coordinate systems, functions, vectors, limits, nd the derivative. Lecture-discussion and laboratory. Three credits, irst semester.

2. ELEMENTARY MATHEMATICS-PHYSICS II. A continuation of Elementary Mathematics-Physics I. Antidifferentiation and integraion are introduced and applied to Newton's laws of motion, harmonic nd rotational motion, many particle systems, the momentum and work-

energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

5. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Prime numbers and the fundamental theorem of arithmetic. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, first semester.

6. INTRODUCTION TO MODERN MATHEMATICS II. Graphs and algebraic properties of elementary functions. Polynomials and topics from the theory of equations. Selected algebraic and geometric structures. Applications to the elements of probability. Prerequisite: Mathematics 5 or equivalent. Three credits, second semester.

10. ELEMENTARY STATISTICS. Introduction to data-processing machinery. Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, either semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, first semester.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 2. Three credits, first semester.

108. LINEAR ALGEBRA. Systems of linear equations. Vector spaces. Linear transformations and matrices. Introduction to spectral theory. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, second semester.

109, 110. ADVANCED ANALYSIS I, II. Topology of R^n. Limits, continuity, differentiability. The Riemann integral. Functions of several variables. Uniform convergence, infinite series, Taylor series. Improper integrals, multiple integrals. Differential geometry and vector calculus. Introduction to functions of a complex variable. Prerequisite: Mathematics 121. 109, three credits, second semester; 110, three credits, irst semester, 1969-70.

121. MATHEMATICS-PHYSICS III. Application of concepts and echniques of mathematical analysis is made to the study of sound and heat. Limits, the mean-value theorem, Taylor polynomials, logarithmic and inverse circular functions, integration, and partial differentiation are considered and application of analysis is made to physical problems ncluding the study of vibrating systems, waves, calorimetry, and thermodynamics. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 2 or equivalent. Five credits, first semester.

122. MATHEMATICS-PHYSICS IV. Line integrals, surface integrals, topics in analytic geometry, and elements of the theory of linear differential equations are considered in connection with the study of geometric optics, magnetism, electricity, and electro-magnetic phenomena. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 121. Five credits, second emester.

31, 132. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of he interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications o the theory of differential equations. Prerequisites: Mathematics 105, 108, and 109. Three credits, each semester. Not offered 1968-69.

133, 134. MATHEMATICS SEMINAR. A study of some specialized opic in mathematics not ordinarily treated in one of the regular offerngs of the Department. Staff members and enrolled students will meet once weekly for discussions. Enrollment by permission of the Department taff. One credit, either semester.

203-204. TUTORIAL.

MODERN LANGUAGES

The College Language Requirement (See page 14). The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated with the formal classroom experience. Scheduled laboratory hours are required at the elementary and intermediate levels and library hours are available for advanced classes.

Study Abroad. Language majors may earn credits by participating in approved summer or junior-year-abroad programs offered by numerous colleges and universities throughout the country.

FRENCH

All courses are given in French.

Qualified freshmen and upperclassmen (those who have completed French 4 or the equivalent) who do not intend to major in French, but who wish to pursue a course in French literature, may take French 131 without additional prerequisites. If the student should later decide to major in French, this course may be offered as credit towards the major in lieu of French 134.

Freshmen and upperclassmen who have completed French 4 or the equivalent may also take one or another of the advanced language courses, 104, 105 and 106.

Literature courses numbered 111 through 130 may be taken concurrently with, but not prior to, 105, 106.

Requirements for a Major. Students majoring in French will take a minimum of 30 hours in French language and literature, including six credits in the tutorial. The beginning and intermediate courses (1-2 and 3, 4) are not considered part of the major.

Courses 104, 105, 106, 111, 132, 133 and 134 are required of majors. Those, however, who are able to demonstrate proficiency in one or more of these courses may, with the permission of the department, be exempted from them.

Majors will observe the following sequence of courses, except under unusual circumstances: Freshmen, 105, 106; Sophomores, 104, 111; Juniors, 132, 133; Seniors, 134 and the tutorial.

Literature courses numbered 111 through 130 may be taken *prior* to the three-semester course, The French Literary Tradition.

Students who are placed in French 3 or 4, as determined by a special examination given at the beginning of the freshman year, may fulfill the major requirements by doubling up in the sophomore year.

Basic Language Courses

1-2. BEGINNING FRENCH. The fundamentals of speaking, reading and writing. The audio-lingual approach is stressed. Classes meet four hours a week plus one hour of laboratory. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Improvement of one's command of spoken and written French through a review of grammar, along with readings in aspects of French civilization and representative literary texts. Classes meet four hours a week plus one hour of laboratory. Prerequisite: French 1-2 or equivalent high school training as determined by a placement examination given at the beginning of the freshman year. Three credits each semester.

Advanced Language Courses

104. GRAMMAR AND COMPOSITION. An intensive course in written French, emphasizing the finer points of grammar and style. Translation from English texts and free composition. Prerequisite: French 4 or equivalent. Three credits, second semester.

105, 106. PRONUNCIATION AND CONVERSATION. An intensive course in spoken French. The first semester is devoted mainly to giving the student an acceptable French pronunciation; the second, to improving her fluency. Prerequisite: French 4 or equivalent. Either semester may be taken independently. Three credits each semester.

Literature and Civilization Courses

111. FRENCH CIVILIZATION. The social, artistic, cultural and political background of modern France. Slides and musical selections from representative composers are used to supplement readings and lectures. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1968-69.

113. THE SEVENTEENTH CENTURY THEATER. A study of selected works of Corneille, Racine and Molière. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

117. THE "PHILOSOPHES". A study of the works of such Age of Enlightenment figures as Montesquieu, Voltaire, Diderot and Rousseau from the point of view of their contribution to the shaping of the modern world. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1968-69.

122. THE SYMBOLIST AND PARNASSIAN POETS. A close analysis of the poetic techniques of Lautréamont, Baudelaire, Laforgue, Verlaine, Leconte de Lisle, Rimbaud, Mallarmé and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1968-69.

123. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Mérimée, Zola and de Maupassant. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1968-69.

126. THE CONTEMPORARY NOVEL. Selected novels of Proust, Gide, Colette, Mauriac, Romains, Sartre, Camus and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester.

127. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre and Camus. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

130. SEMINAR. Studies in particular areas of French literature or thought. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1968-69.

.52. SEMINAR: THE FRENCH ART SONG. A study of the history, levelopment and repertory of the nineteenth and early twentieth century 'mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Prerequisite: two years of French. Three credits, first semester.

31. THE FRENCH LITERARY TRADITION IIIa. Primarily for reshmen and upperclass students not majoring in French. A study of elected works of the Nineteenth Century Romantics, Realists, Symbolists and Parnassians, and of the leading authors and intellectual novements of the Twentieth Century. May be offered as credit towards he major in lieu of French 134. Prerequisite: French 4 or equivalent. Three credits, first semester.

32, 133, 134. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other ualified students. A three-semester course to be taken in sequence. Literary tradition I, the Middle Ages and the Renaissance. Literary radition II, the Classical Period and the Age of Enlightenment. Literary radition III, Romanticism, Realism, Symbolism, the Parnassians and he literary and intellectual movements of the contemporary epoch. Prerequisite: French 104, 105, 106 and 111 (104 and 111 may be taken oncurrently). Three credits each semester. 132, second semester. 133, 34 not offered 1968-69.

41, 142. INDEPENDENT STUDIES. With the consent of the department. Three credits each semester.

03-204. TUTORIAL. Three credits each semester.

GERMAN

Requirements for a Major. Students majoring in German are expected o take a minimum of thirty hours of German, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all najors; German 101, 102 are prerequisite to all advanced courses in iterature.

-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to eading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied,* the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic German. Prerequisite: exemption of language requirement in German and permission of department. Three credits, first semester. Not offered 1968-69.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Not offered 1968-69.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Kafka, and Frisch. Prerequisite: German 101, 102. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently, writes papers and may be given both oral and written examinations on completion of her study. Offered to specially qualified tudents. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.
B—The Drama in the Nineteenth Century.
C—Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL.

PORTUGUESE

-2. BEGINNING PORTUGUESE. First semester: an intensive and accelerated course in basic Brazilian Portuguese designed for students of advanced Spanish with high linguistic aptitude. Practice in oral Portuguese; composition. Second semester: readings in the Brazilian short tory of the nineteenth and twentieth centuries. Composition and conversation. Prerequisite: Spanish 3, 4 or equivalent and permission of department. Three credits each semester. Not offered 1968-69.

903, 904. INTERMEDIATE PORTUGUESE. First semester: readings n Brazilian literature. A course in the development of Brazilian prose iction and poetry. Special emphasis on the Modernist Movement and ts influence on the development of the novel and lyric. Second semester: eadings in Portuguese literature. Critical analysis of texts, including the yrics of the medieval *Cancioneiro,* the drama of Gil Vincente, *Os Lusiadas* of Camões, and the novel and lyric of the nineteenth and wentieth centuries. Prerequisite: Portuguese 1-2. Three credits each emester.

RUSSIAN

-2. BEGINNING RUSSIAN. The fundamentals of speaking, reading, and writing; pronunciation, basic grammar, and vocabulary building. The conversational approach is stressed. Three credits each semester.

3, 4. INTERMEDIATE RUSSIAN. Readings in Russian culture, civiliation, and the major writers. Conversational approach to the readings s stressed. Grammar review. Prerequisite: two years of secondary school Russian or Russian 1-2. Three credits each semester.

101, 102. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. First semester: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Second semester: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the text and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: three years of secondary school Russian or Russian 3, 4. Three credits each semester.

SPANISH

Requirements for a Major. Students majoring in Spanish are expected to take a minimum of thirty hours of Spanish, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors. Spanish majors are encouraged to take at least one year of Portuguese. Any student with exemption of language requirement in Spanish may enroll in beginning Portuguese.

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic Spanish, and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Three credits, first semester. Not offered 1968-69.

106. HISPANIC CIVILIZATION. The social, political, cultural and artistic development of the Hispanic nations, including Portugal and Brazil. Lectures and discussions in English with separate reading lists in Spanish and/or Portuguese for language majors. Prerequisite: exemption of the language requirement in Spanish or permission of department. Three credits, second semester. Not offered 1968-69.

109. SPANISH AMERICAN LITERATURE. The course stresses the most significant literary works of Spanish American literature as a whole and those singular to the various Spanish-speaking countries in Latin America. Special emphasis is placed on the Colonial and Revolutionary Periods and also on the Romantic literary theories and the realist novel. Some of the writers discussed from these movements are B. Diaz del Castillo, Sor Juana Inés de la Cruz, Echeverría, Zorrilla de San Martín, Mármol, Isaccs, F. Sarmiento, and Fernández de Lizardi. Modernism and the Contemporary Periods are also discussed. Included are Gabriela Mistral, Pablo Neruda, and Borges. Readings, lectures, and class discussions are conducted in Spanish. Prerequisite: Spanish 101, 102. Three credits, first semester.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderón de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdós. Prerequisite: Spanish 101, 102. Three credits, first semester. Not offered 1968-69.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, García Lorca, A. Machado, J. R. Jiménez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Not offered 1968-69.

141, 142. INDEPENDENT STUDIES. For the well-qualified student (primarily juniors and seniors) who has suitable preparation for the study of specific literary topics which are not included in a scheduled course. Independent readings with weekly conferences with the instructor. Written papers and/or examinations will be determined on the basis of the course material. Prerequisite: Spanish 101, 102 and permission of department. Three credits either semester.

152. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Topic for 1968-69: "La literatura fantástica de la Argentina contemporánez," to include such authors as Borges, Cortázar, Bioy Casares and Lugones. Three credits, second semester.

203-204. TUTORIAL.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one-half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 124.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected n The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. ADVANCED HARMONY. Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester. Not offered 1968-69.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester.

141, 142. INDEPENDENT STUDIES. Advanced work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester.

203-204. TUTORIAL. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. APPLIED MUSIC. (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

VIOLIN I, II, III, IV. Development of musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Not offered 1968-69.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Not offered 1968-69.

13. OPERA FROM MONTEVERDE TO THE PRESENT. An amination of opera as a combined art form beginning with its origin Renaissance Italy and including significant contributions of the lyric eatre in Europe and America. Three credits, first semester. Not offered 968-69.

14. MUSIC IN THE AMERICAS. The development of music in e New World, showing the interaction of native contribution, such as zz or folk music, on a transplanted European culture. Three credits, cond semester.

17. THE VIENNESE CLASSICAL PERIOD: HAYDN, MOZART, EETHOVEN. A selection of provocative works by these composers compassing the significant features of eighteenth and early nineteenth ntury music. Three credits, first semester.

18. THE SOLO SONG. A concentration on the large body of usical literature for the solo voice with emphasis on Italian repertoire, e songs of Schubert, German Lied, folk and popular song, and the ntemporary art song, with the aid of performance demonstration here possible. Three credits, second semester. Not offered 1968-69.

52. SEMINAR: THE FRENCH ART SONG. A study of the history, evelopment and repertory of the nineteenth and early twentieth century élodie," with analyses of the literary texts and their musical settings. lass demonstrations where possible. Recommended for voice students. rerequisite: two years of French. Three credits, first semester.

ENSEMBLE

All Ensemble courses are open to the general student body as well to music majors.

6. CHORUS. Studies in masterpieces of choral literature for both omen's and mixed voices. Two rehearsals a week. One-half credit ach semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving ll age groups within the city and surrounding areas. Participation in ese courses must be affirmed immediately after the beginning of the hool year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy 151, 152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

151, 152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 50.

153. ASIAN PHILOSOPHY. See Basic Curriculum, page 50.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester.

)5. SOCIAL PHILOSOPHY. A study of outstanding social philos-
)hers of the past, as they may contribute to an understanding of peren-
al issues in social thought. Three credits, first semester. Not offered
)68-69.

)6. PHILOSOPHY OF RELIGION. The nature of religious expe-
ence and its expression in concepts of man, nature, and God. Three
edits, first semester.

)8. AMERICAN PHILOSOPHY. This course deals with distinc-
/ely American philosophical thought, especially as expressed in the
ritings of Royce, Pierce, James, Dewey, and Santayana. Three credits,
cond semester. Not offered 1968-69.

)9. PHILOSOPHY OF ART. A study of some of the more influ-
ıtial writings on philosophical problems raised by the arts. A critical
vestigation of aesthetic experience, artistic and aesthetic values, and
't criticism. Materials to be drawn from such writers as Tolstoy, Croce,
ergson, Dewey, and others. Three credits, first semester. Not offered
)68-69.

5. CONTEMPORARY PHILOSOPHY. A seminar on selected
adings from contemporary philosophers and their relation to the most
gnificant present trends of philosophical thought. Three credits, first
mester. Not offered 1968-69.

0. CRITICAL REASONING. Analysis of the reasoning process
clarify what reasoning is and to provide principles and insights which
ay help the student to reason more soundly. Case studies in reasoning
awn from a variety of subject matters are used to illustrate and test
e principles and distinctions developed in the analysis. Two hours of
eory, one hour of case studies. Three credits each semester. Not offered
)68-69.

2. PHENOMENOLOGY AND EXISTENTIALISM. A critical
amination of the origin, development, and validity of the phenom-
ological method and of existential philosophies of man, knowledge,
lues, and society. Three credits, second semester. Not offered 1968-69.

152. SEMINAR: SELECTED THEMES AND PROBLEMS IN PHILOSOPHY. An advanced course which investigates in some detail specific problems and themes, or in some instance individual philosophers. Prerequisites: Philosophy 151 and consent of the instructor. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester.

203-204. TUTORIAL.

RELIGION

903. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Open to freshmen with approval. Three credits, first semester.

905. THEOLOGICAL ETHICS. A critical examination of the tradition of Christian ethics, focusing on contemporary theories of the self, the problems of ethical criteria, and selected issues in politics, economics, vocation, sex, and education. Open to sophomores, juniors, and seniors. Three credits, first semester.

904. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Biebuhr. Open to juniors and seniors, and to sophomores with approval. Three credits, second semester.

952. SEMINAR IN THEOLOGICAL ETHICS. In 1968-69, Perspective on Man: an analysis of various influential scientific, philosophical, and theological approaches that have been taken in the interpretation of morality and religion. Thinkers such as Freud, Marx, Tillich, Niebuhr, and Ricoeur will be studied. Open to juniors and seniors, and to sophomores with approval. Three credits, second semester.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work n physical education. One semester (one credit) must be aken in the area of Dance and one semester (one credit) in he area of Aquatics. These areas may be exempted by a perormance test. The remaining two credits may be elected rom any departmental course offerings.

A physically restricted student is required to have a tatement and medical record which must be submitted by her physician to the Chatham College Health Services within the irst four weeks of the semester. The College physician makes he final decision concerning the student's physical ability or imitation. Activities for restricted students are planned with he approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming uits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the College.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

51—Swimming (Beginning)
52—Swimming (Intermediate)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

40—Basic Dance
41—Folk Dance—Not offered 1968-69.
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

11—Archery
13—Badminton
15—Bowling
16—Fencing (Beginning)
17—Fencing (Intermediate)
18—Golf
18S—Golf
22—Tennis (Beginning)
23—Tennis (Intermediate)
31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

Body mechanics
Recreational games and activities
Aquatics

Facilities and equipment are provided by the College for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. See Basic Curriculum, page 48.

121, 122. MATHEMATICS-PHYSICS. See page 77.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. 105) and the tutorial.

1. AMERICAN POLITICAL PROCESS. See Basic Curriculum, ge 48.

5. WORLD ISSUES. See Basic Curriculum, page 49.

INTRODUCTION TO POLITICAL SCIENCE. This course nsiders the scope and methods of study in political science, the basic ncepts used in the study of government and politics, and the basic stitutions employed in the governing of men. For freshmen only. hree credits, second semester.

1. INTERNATIONAL RELATIONS. The aim of this course is describe and explain the behavior of states in their relations with ch other. The principal questions asked deal with the motivations d objectives of states, the methods used to pursue objectives, and e conditions limiting the pursuit of objectives. Three credits, second mester.

2. UNITED STATES FOREIGN POLICY. An ends-means an- ysis is used to describe and explain American foreign and military licies. The topics emphasized in the course are the ends sought by e nation, the means available and utilized in the pursuit of these goals, e limitations imposed upon the nation, and the extent of agreement ends and means with other nations. Three credits, second semester. ot offered 1968-69.

5. POLITICAL PARTIES AND ELECTORAL BEHAVIOR. A dy of American political parties in terms of their organizational, vernmental, and electoral context. The course will focus on the role rties have played in terms of political choice, partisanship, and lead- ship in the American political system. Special attention will be given the revision of democratic theory in light of empirical studies on rties and electoral behavior. Three credits, second semester.

6. THE LEGISLATIVE PROCESS. A study of legislative institu- ons and the law-making process in a democratic system of govern- ent. Attention given to the organization, functions, and procedures of ongress and state legislatures. Consideration of the political forces hich shape legislative decisions. Three credits. Not offered 1968-69.

5. COMPARATIVE POLITICS OF WESTERN EUROPE. A com- rative study of the major political systems of Western Europe. The urse will examine systemic and middle-level theoretical approaches.

to the study of comparative politics. It will then focus on cross-national comparisons of political structures and functions as well as historical developments of the political systems of England, France, and Germany. Three credits, first semester.

185. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. Three credits, first semester.

135. AMERICAN POLITICAL THOUGHT. An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester.

137. THE DEVELOPMENT OF MODERN WESTERN POLITICAL THOUGHT. A survey and analysis of the major thinkers and basic political ideas associated with the development of the modern nation-state. The course begins with Machiavelli and focuses on More, Calvin, Luther, Hobbs, Locke, Rousseau, Burke, Bentham, Hegel and Marx, men whose ideas are reflected in the intellectual framework of modern politics. Three credits, first semester.

141, 142. INDEPENDENT STUDY. To be given only with the permission of the instructor. Three credits.

155. SEMINAR: METHODOLOGY IN POLITICAL SCIENCE. An examination of various modes of inquiry and conceptual developments in the study of politics. The course will review the various meanings and implications of the "scientific" study of politics. From this general concern of varying research strategies and conceptualization, the course will proceed to examine specific approaches—systems analysis, political stratification, decision making—both on their theoretical and empirical levels. Three credits, second semester.

203-204. TUTORIAL.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 1-2, 105, 108, 109, 110, 118, 132, and 203-204. Prospective psychology majors should complete 105 before the end of their sophomore year. Students completing 105 during their freshman year are urged to complete 118 and one of 108, 109, or 110 during their sophomore year. Unless otherwise noted, Psychology 1-2 is prerequisite to all other courses in Psychology. No courses are restricted to majors only.

-2. GENERAL PSYCHOLOGY. See Basic Curriculum, page 48.

05. ELEMENTARY STATISTICS. Should be elected during the freshman or sophomore year by students planning to major in psychology. Three credits, either semester. Same as Mathematics 10, page 76. Required of all majors.

07. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Prerequisite: Psychology 105 or Mathematics 5. Three credits, second semester.

08. LEARNING. Laboratory work and discussions on basic learning processes. Both human and subhuman experimental work will be treated n the course. Three credits, first semester. Required of all majors.

09. PERCEPTION. An examination of perception in terms of its methods, theories and data. Demonstrations of the basic perceptual phenomona and experiments relating perception to motivation, emotion, earning, set, and context will be performed by the students. Three credits, second semester. Required of all majors.

10. MOTIVATION. Class discussions and laboratory experiments and demonstrations of the major concepts and data related to fixed action patterns, directed behavior, and purposive behavior: tropism, instinct, arousal and deactivation, need, drive, classes of reinforcers, viscerogenic and neurogenic sources of activity, substitution, surmation, conflict, emotion, affiliation, aspiration, volition. Three credits, second semester. Required of all majors.

111. SOCIAL PSYCHOLOGY. A study of human and animal behavior in social contexts. A guide to better understanding of human interactions. Prerequisite: Psychology 1-2 or Sociology 103 or consent of instructor. Three credits, first semester.

113. PERSONALITY. A discussion of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Three credits, first semester.

118. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Prerequisite: Mathematics 10 or equivalent. Three credits, first semester. Required of all majors.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Three credits, either semester.

124. DEVELOPMENTAL PSYCHOLOGY. Behavioral development in children from birth to adolescence, with reference to the empirical data from studies of both human and subhuman organisms. Emphasis will be placed on scientific principles, developmental methodology and theory and contemporary problems. Three credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for Tutorial research. Non-majors may register with the consent of the department. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester.

51. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar ealing with historical and contemporary trends in psychology. Three redits, second semester.

03-204. TUTORIAL.

Russian

ee Modern Languages, page 83.

Spanish

ee Modern Languages, page 84.

SOCIOLOGY AND ANTHROPOLOGY

Within a liberal arts context, the department attempts to deepen tudents' questioning and understanding of social and cultural systems. n its major program, the department hopes to provide a thorough rounding in sociological-anthropological theory; a knowledge in some lepth of significant substantive areas of sociology and anthropology; nd facility in the use of concepts and research techniques of sociological nd anthropological investigation.

The Program for Majors

A minimum of 27 hours, including tutorial, in sociology and nthropology, and six hours in related courses. Required courses for ll majors: 901 or 902; 103, 131, 134; Mathematics 10 (Elementary tatistics).

Students who intend graduate study in sociology and anthropology hould bear in mind that a reading knowledge of two foreign languages, ormally French and German, and familiarity with quantitative methods f data analysis, are requirements for graduate study.

Courses in Sociology: Emphasis on Urban-Industrial Societies

03. ELEMENTS OF SOCIOLOGY. Major sociological approaches o urban-industrial society: cultural analysis; status and role analysis; nteractional analysis; analysis of complex organizations; social system nalysis. Open to sophomores or above. Three credits.

106. DEVIANT BEHAVIOR AND SOCIAL PROBLEMS. Social conditions giving rise to deviance in urban-industrial societies, with particular reference to problems of crime, delinquency, drug addiction, alcoholism, suicide. Open to freshmen. Three credits.

116. COMPLEX ORGANIZATIONS AND INDUSTRIAL SOCIETY. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations; and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Three credits, first semester. 103 recommended. Not offered 1968-69.

123. POLITICAL SOCIOLOGY AND COLLECTIVE BEHAVIOR. Social bases of political preferences, influence, and power; mass communications processes in the structuring of political opinion; development of social protest and political action movements in urban-industrial societies. Three credits. 103 recommended.

124. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities and inequalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Three credits, second semester. Not offered 1968-69.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester.

150. SOCIAL INSTITUTIONS: HEALTH AND WELFARE. Social and governmental bases for development of health and welfare institutions in 20th century America. Open only to sophomores or above. Three credits.

151. SOCIAL INSTITUTIONS: SCIENCE AND EDUCATION The social organizations of science and education, and their interrelationships, in America and some other Western societies. Open only to sophomores or above. Three credits.

Courses in Anthropology:
Emphasis on Non-Western, Pre-Industrial, and Developing Societies

901. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester.

902. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. 901 recommended but not as a prerequisite. Three credits, second semester.

911. SEMINAR: ASIAN PEOPLES AND CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in Northern, Central and South Asia. Prerequisite: 901 or 902 or permission of the instructor. Three credits, first semester. Not offered 1968-69.

912. LATIN AMERICAN CULTURES. Analysis of varieties and uniformities in the institutions, and ways of life of selected human communities and racial-ethnic universities of Latin America. 901 or 902 recommended but not a prerequisite. Three credits, first semester.

921. SEMINAR: ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: 901 or 902 or permission of the instructor. Three credits, first semester.

930. PEOPLES AND CULTURES OF SOUTHEAST ASIA. Analysis of varieties and uniformities in the ways of life of selected human communities in Southeast Asia. Prerequisite: 901 or 902 or permission of the instructor. Three credits, second semester.

941, 942. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester.

Courses in Anthropology-Sociology: Emphasis on Comparative Cultural and Institutional Approaches and Methodology

108. URBAN COMMUNITY AND SOCIETY. Ethno-historical analysis of the rise of urban culture. Review of concepts: the city as

myth, as exercise in idealism. The urban milieu as locus of differential mobility and access to power by groups, minorities, blocs. 103 or 901 or 902 recommended. Three credits.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: 103 or 902. Three credits, first semester.

119. RACIAL AND ETHNIC GROUPS. Analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. 103 and 902 recommended. Three credits.

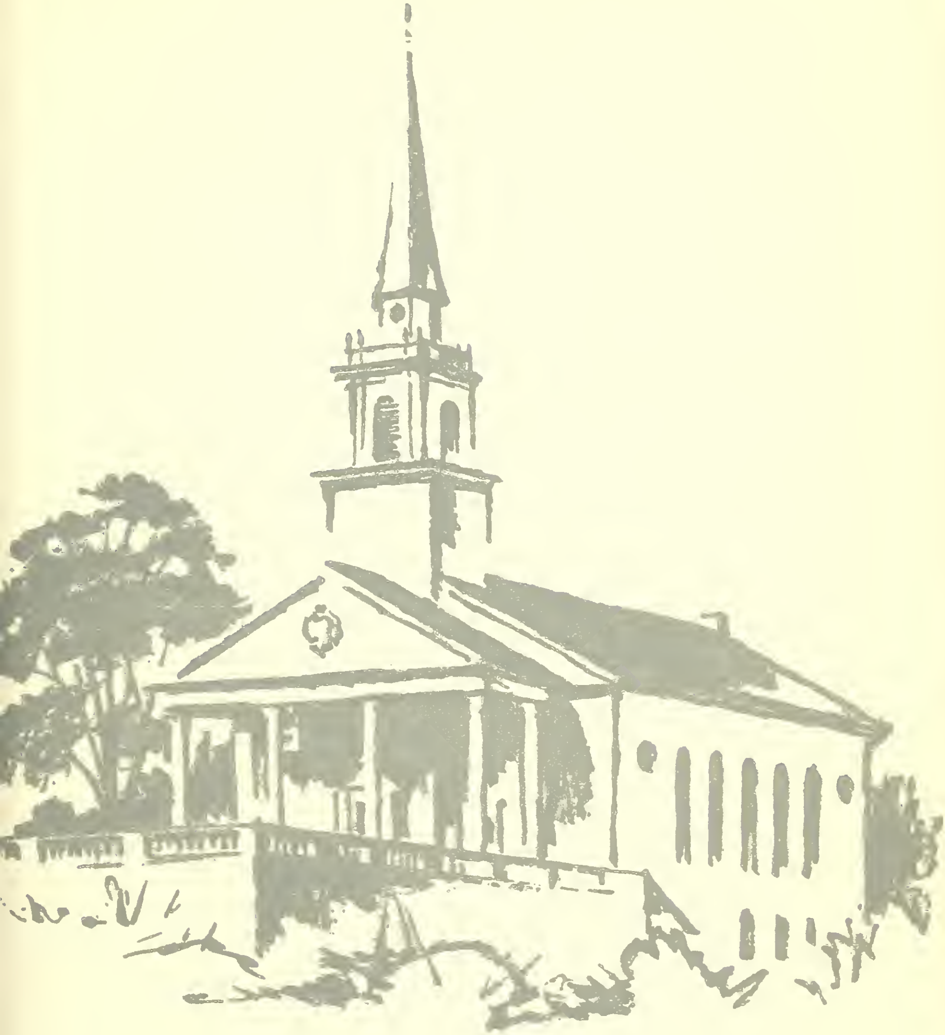
130. ADVANCED SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological and anthropological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Prerequisite: 134 or permission of the instructor. Three credits.

131. SEMINAR: SOCIAL RESEARCH METHODS. Scientific research techniques and their application to specific social data. Open to junior and senior sociology-anthropology majors. Others by permission of the instructor. Three credits, first semester.

134. DEVELOPMENT OF SOCIOLOGICAL THEORY. The contributions of E. Durkheim, Max Weber and Talcott Parsons to sociological and anthropological theory; together with those of a variable list including Saint-Simon, Karl Marx, Pareto, Simmel. The course will develop a context for the views of these authors within the positivistic and idealistic traditions of social thought. Prerequisite: 103 or 902. Three credits, first semester.

922. COMPARATIVE SOCIAL AND CULTURAL INSTITUTIONS. Cross-cultural study of problems in ecology, familism, stratification, political anthropology, idealogy, on a more intensive basis than 902 or 103. Prerequisite: 103 or 902. Three credits, either semester.

203-204. TUTORIAL.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among its candidates for admission those who have strong academic and intellectual potentiality, great curiosity, good character, and can develop he ability to translate knowledge and understanding into effective judgment in all areas of human decisions. The College is interested in able and resolute students geographcally well distributed from a wide variety of backgrounds (economic, social, racial, religious), and having diverse interests and talents, academically and in other areas as well.

In considering an applicant for admission the College is most concerned with her quality of preparation, amount of preparation, intellectual ability and enthusiasm for learning, health, and capacity for further development as a person and as a student. Evaluation of these qualities is made on the basis of the secondary school record and recommendations from the counselor and teachers, results of College Entrance Examination Board tests, the interview, and all additional, pertinent information that is available.

In general the college preparatory course should be taken during the four years in secondary school with emphasis placed upon English, history, mathematics, science and foreign languages. However, adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of units in each subject area. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is especially interested in science, she might take more than the usual two units of science plus three or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as modern language.

To provide further evidence of readiness for college work, applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement Tests must be the English Composition (not Literature) Achievement Test and the two other tests must be chosen from two of the following fields: foreign language, math or science, and social studies. These tests may be divided between the junior and senior years. It is preferred that all regular applicants take the Scholastic Aptitude Test in November, December or January, and the Achievement Test in December or January of the senior year in high school. Scores on Achievement Tests taken during or immediately following the junior year may be substituted for subjects terminated at the close of the junior year.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for scores of 3, 4 and 5 on these examinations; college credit is offered for scores of 4 and 5.

Candidates who have enrolled in college level courses at accredited institutions prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and for having the results of these tests sent to Chatham from the College Board office. Candidates should address all inquiries concerning these tests and applications or taking the Scholastic Aptitude Test and three Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, Caliornia.

A Bulletin of Information containing procedures for iling applications, payments of fees, lists of examination centers, and sample questions and answers may be obtained without charge from the College Entrance Examination Board and secondary school guidance offices.

For the year 1968-1969 the College Entrance Examnation Board will hold examinations throughout the country on each of the following dates: November 2, 1968 (Scholasic Aptitude Test only); December 7, 1968; January 11, 1969; March 1, 1969; May 3, 1969; and July 12, 1969. Applicaions and fees to take the tests should be sent to the College Entrance Examination Board in Princeton, New Jersey six or seven weeks in advance of the test date.

PROCEDURES FOR APPLYING FOR ADMISSION

1. An application blank may be obtained by writing the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232.
2. The application should be completed and filed in the Admissions Office by February 15. A non-refundable processing fee of twenty dollars ($20.00) must be enclosed.
3. A personal interview with each applicant is desired but not required. It is preferred that the interview take place at the College, but if a student cannot come to the campus, she is encouraged to take the initiative and arrange an interview with an alumna representative if there is

one in her area. (See pages 155-160 for names and addresses of Alumnae Representatives.)

4. The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board must be taken, preferably in November, December and/or January of the senior year. *Applicants request the Board to report the results of these tests to the College.*

Upon receipt of the application from the applicant, the College will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the College by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in March. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings. At this time additional data consisting of the record for the first semester of the senior year and results of the College Entrance Examination Board Scholastic Aptitude Test and Achievement Tests taken in the senior year will be on file. Notices concerning admission status will be mailed to all applicants early in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. The date of application is not considered in the selection of candidates, but dormitory rooms are assigned according to the date on which the applications are received.

The Admissions Office is open from 9 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. to 12 noon from September to June. During the summer months there are no Saturday hours. Prospective students and their families are cordially invited to visit the College. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with he Director of Admissions.* This is especially necessary if arriving on Saturday morning as the schedule is particularly heavy on that day.

EARLY DECISION PLAN

The Early Decision on Admission Plan at Chatham is a *first choice* plan, and is designed to give assurance early n the senior year in high school to well-qualified students whose firm first choice is Chatham. This plan permits the candidate to initiate other applications for admission should his seem advisable, but the candidate must agree to withdraw such applications when notified of acceptance and inancial aid, if needed, by Chatham College.

Such applicants who apply before October 15 of the enior year in high school and whose credentials include high school records through the junior year, counselor's and eachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in he junior year or in July preceding the senior year will be granted admisson as early as mid-November.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

EARLY ADMISSION

Chatham believes that most students profit from four years in secondary school. However, unusually mature as well as able candidates who have completed their junior year in high school may apply for early admission to Chatham. These candidates should meet most if not all of the entrance requirements, have good reasons for wishing to accelerate, and have the support and endorsement of their parents and teachers. "Early Admission" candidates are required to come to the campus for interviews with a member of the admissions staff and the Executive Dean.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Applicants for admission to Chatham from non-accredited colleges, and those who wish to apply after long absence from college study, should submit results from the College Entrance Examination Board College-Level Examination Program. Both the *General Examinations* and one or more of the *Subject Examinations,* as determined in advance with Chatham should be taken. The examination results, along with the applicant's previous school and college records will be used in making a final decision.

Qualified adults who wish to demonstrate their eligibility to receive consideration for admission with advanced standing are required to take the *College-Level General Examination* as an initial step in activating their applications. The applicant may then be asked to arrange to take additional *Subject Examinations* of this Program, or other examinations specified for them by Departments of the College.

All candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. Request the College Entrance Examination Board to submit the results of any College Board tests (Scholastic Aptitude and Achievement Tests) and any Advanced Placement Examination Reports that may be available which may have been taken either prior to or during attendance at present college.
6. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
    (a) A final transcript of record.
    (b) A statement of honorable dismissal.

POLICY CONCERNING PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Mature applicants who are or are not candidates for bachelor degrees, or who have earned degrees but wish to take additional undergraduate courses may be admitted on a part-time basis to classes for which their educational training and experience qualify them. Such students should observe the following procedures:

1. Arrange for a personal interview with the Executive Dean.

2. File an application for admission with the Director of Admissions. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.

3. Submit a transcript of her record from the college last attended.

4. In general, fulfill the entrance requirements of regularly enrolled Chatham students.

Part-time students may carry a maximum of nine (9) academic hours of credit each semester. A minimum of 2.00 average must be achieved for the first semester in order to be eligible to continue for a second semester. A part-time student may petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective, including the final twenty-four hours toward the degree being taken at Chatham College.

POLICY CONCERNING RE-ADMISSION

Students who formally withdraw from Chatham and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 110) and arrange for a personal interview with the Executive Dean or Dean of Students. Completed applications should be directed to the Admissions Office no later than January 1 for the second semester or June 1 for the firs emester. Such applications normally are acted upon along vith those of students new to the College by the Committee n Admissions.

The College does not grant leaves of absence except as tated below. When it is necessary that a student withdraw or health or some other emergency reason her later reinstatenent must be based on the College's best judgment about her rospects for academic adjustment as well as availability of lormitory space. Such students make application as described n the above paragraph.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in pproved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The letters S and U are used to indicate Satisfactory or Unsatisfactory performance in a few designated courses including the Pass-Fail option described below.

The grade I is a temporary grade. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. The Dean of Students approves an Incomplete and establishes the deadline date for making up an examination if a student because of illness or personal emergency cannot take an examination during the regularly scheduled or make-up time. She will send the instructor the approval form with a deadline date. The Executive Dean approves an Incomplete if it is initiated by a faculty member. Failure to remove an I by the end of the first four weeks of the following semester automatically results in failure in the course.

PASS-FAIL OPTION

Students may elect one course each semester under the pass-fail option within the following regulations. The option is not applicable to the Basic Curriculum nor to the major. If a student elects a course for pass-fail in the freshman or sophomore years and then majors in that field, the course may be considered as meeting major requirements. The usual prerequisites or other requirements of entrance into a course will be maintained and students are expected to meet all course requirements including attendance, papers and examinations.

Students who elect the pass-fail option shall do so during the period of time allowed for course changes, usually the first four weeks of the semester. Once a course is declared as pass-fail no change is permitted. Neither a Pass nor a Fail will be calculated in the grade average but will appear on transcripts and other grade records. For a Pass, the student earns credit. (The option is on an experimental basis.)

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry additional hours with the approval of the Executive Dean. Programs of 15 or 16 credits represent the usual load.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit in courses for which she registered, excepting her Pass/Fail options.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried in courses for which the student registered, excepting Pass/Fail options. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades, credits, quality points and cumulative averages earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman and to her parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each professor at the beginning of the semester makes clear his expectations concerning class attendance. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited with approval of the Faculty Advisor and the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for such examination is $5.00 per course.

COURSE REGISTRATION

Courses may be entered through the first two weeks of any semester with the approval of the faculty advisor; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by either Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only by either Dean. Requests for exception must be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with acceptable academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by the country visited, the approval of the Department Chairman and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

As one of a number of regional cooperating colleges, Chatham offers a Junior Year Abroad program in Basel, Switzerland for approved majors in European History or Political Science. This program centers on European Nationalism.

A second junior year program, emphasizing Asian Studies, at Waseda University in Tokyo, Japan is also offered.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is ncluded. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 125 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete transcript of their College record without charge. A charge of one dollar will be made for each additional transcript. A time allowance of two weeks is required for processing.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the College during the academic year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to her health or to the health of others.

A student is assumed by the College to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the College community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the College and all members of the College community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw at the discretion of the College. In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern. A special probationary period may sometimes be used when it is believed to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of
satisfactory semester or cumulative scholastic average. The
llege believes that students on probation should realize that
eir level of achievement is inadequate and in danger of
ling to meet college graduation requirements. The student
probation is not permitted to assume any major role in
tracurricular activity and also is strongly advised to limit
r own social activities. A student on probation whose most
cent semester average does not show substantial improve-
ent will be dismissed.

The Committee on Academic Standing may place a stu-
nt on academic probation at any time during the year. A
dent is removed from probationary status at the discretion
the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years.
students must carry at least 12 credit hours each semester.
allowance is made for work done *in absentia* except in
ose programs formally approved by the faculty (Washing-
Semester, Study Abroad, etc.).

At the discretion of the Committee on Academic Stand-
and of the department of her major, an adult student
ose circumstances permit only part-time study may be
cused from the final requirement of a senior year "in resi-
nce." In such cases, however, the final twenty-four hours
credit must be taken at Chatham College and must have
approval of the department and Executive Dean.

Financial Procedures

CHARGES AND EXPENSES

Since the College catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1968-69. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee Parents able to contribute further to educational costs are invited to do so.

FEES

Application for admission	$20.00

The application fee is not refundable (see page 107) and is not credited on any College bill.

Deposit	$50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 124).

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	$3000.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$3100.0

yable in 1968-69:

Upon acceptance	$ 150.00
On or before opening of the College in September	1575.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1325.00
	$3050.00

NON-RESIDENT STUDENTS

harges for non-resident students for the year:

Comprehensive Tuition	$1850.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$1950.00

yable in 1968-69:

Upon acceptance	$ 150.00
On or before opening of the College in September	975.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	775.00
	$1900.00

art-time students will be charged at the rate of $60.00 for ch semester hour scheduled.

An advance payment of $150.00 for all returning students ust be paid by May 1. This payment is not ordinarily refund- le except to students not eligible to return because of aca- mic failure, but it is applied to the charges of the academic ar. This advance payment is necessary to reserve a place for e student in the College. Unless the College has substantial idence that a student is returning, it has an obligation to provide for qualified students who could take the place o those not returning. Late registrants pay a $5.00 fee.

In addition, a one-time deposit of $50.00 which, less an bill due the College, will be refunded upon graduation o upon withdrawal, must be paid on or before the opening o the College in September by newly registered students.

The Student Activities Fee has been established by th Community Government Association and entitles each student to all student publications, admission to the Colleg parties, plays and concerts, and other public programs, an membership in the Chatham Recreation Association and th Community Government Association.

Day students have voted to assess themselves a nomina fee of $10 per academic year, due and payable with the firs term bill, to help defray costs of their campus social an overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester

One hour lesson per week (2 credits)	$120.0
One half-hour lesson per week (1 credit)	$ 60.0

For lessons in other instruments not specified, arrangemen may be made with the chairman of the music departmen For students majoring in music, up to eight credits in applie music will be given at no extra cost applicable during th junior and senior years. Minna Kaufmann-Ruud Scholars ar not included in these regulations.

MEDICAL EXPENSES

The student must make her own arrangements for healt and accident insurance. The College has planned for such program with the Continental Casualty Company. The pr ram is so comprehensive that it has the College's strong ecommendation. Questions pertaining to the medical insur-nce program should be directed to the Bursar. Claims are iled directly with the insurance agent by the student.

Fees: $30.00 for twelve months

Provision for seven days of infirmary care is included in he resident student's fees. For additional days in the infirm-ry, there is a charge of $3.00 a day. A charge is made for edicine if a special prescription is required. The College hysician charges the student for his services and the College ills the student. See Health Services, page 164.

CARE OF PROPERTY

Damage to, or loss of, College property will be charged o the student who is responsible.

A student will be expected to maintain her room with a easonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the reg-larly scheduled time, and this refers to any kind of examina-ion that the College requires, must pay a late examination fee f $5.00. While the College does not assess students for any xemption or credit they may earn by examination in courses hat are offered by Chatham, when it is necessary to employ n outside examiner for this purpose, the student is asked to ay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or uardian of the student one month before the beginning of ach semester. Checks should be made payable to Chatham ollege and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Bursar of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering College the second semester will be one-half the stated rates for the College year. Full-time students when the Registrar certifies as attending only one semester in order to complete their work will be charged one-half the annual rate.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or The Tuition Plan, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of tudents is informed of the fact, in writing, by the parent or ıardian.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criria used to determine eligibility for aid are: financial need, ademic achievement to expected level of individual ability, od work performance, and contribution to the community. inancial aid awards range from $100 to $3000 per year.

Three kinds of financial aid are offered to students with eed: grant, guaranteed work, and loan. A grant is awarded ıly in conjunction with guaranteed work, and in most ises with a loan. Guaranteed work entails work responsiilities on campus. A student works approximately six hours week for a $250 award and nine hours a week for a $375 ward.

Loans are available from two sources, the National efense Student Loan Program and the Chatham College oan Fund. From the National Defense Program, a student ıay borrow up to $1,000 a year. The repayment period and ıe interest begin nine months after the student ends her udies. The loans bear interest at 3 per cent a year. The reayment of principal may be extended over a ten-year period. a borrower becomes a full-time teacher in a public or other on-profit elementary or secondary school or institution of igher education in a state, or in an elementary or secondary hool overseas of the United States Armed Forces, the loan lus interest is canceled at the rate of 10 per cent for each ear of teaching service up to 50 per cent of the sum borrowed. epayment of loan and interest is deferred up to three years hile a borrower is serving in the United States Armed Forces, ith the Peace Corps, or as a Volunteer in Service to America.

It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

For specific approved elementary or secondary schools with a high concentration of students from low income families, a borrower may cancel 15 per cent of her loan and interest to a maximum of 100 per cent.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of 3 per cent per year and must be completed within three years. In both programs monthly repayments are made to the College Bursar. A schedule of repayments should be arranged with her before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must re-apply each year for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for er own education by an increase in self-help: work, and/or an.

All financial aid awards are reviewed each year upon :-application by the student, and are renewed if she meets ie financial aid criteria of financial need, fulfilling her work)mmitment, contributing to the community, and meeting the :ademic criterion.

A student's academic eligibility is based on her individual oility and achievement. If a student falls below her expected :hievement, there will be a change in her financial aid, epending on her total college performance. She might get iore self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships con-ibuted by individuals, groups, and foundations, are open to itstanding students of the three upper classes. These schol-rships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upper-assmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are made possible by a $100,000 idowment fund contributed by alumnae and established in 1958. Ad-itional funds for Alumnae Scholarships are made available by the ssociation or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST UND, established in 1957, in honor of their daughter, Kathryn Bech-ian Dodds, is for the purpose of providing scholarship aid for deserv-ig students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made ossible by The Claude Worthington Benedum Foundation and Chat-am College for outstanding and deserving students from West Virginia.

THE JANET L. BROWNLEE SCHOLARSHIP was established y the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, rincipal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the College from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the College, *Chatham College: The First Ninety Years.*

THE LOUISE BROWN GURSHA MEMORIAL SCHOLARSHIP FUND, established in 1965 by Mr. A. L. Gursha in honor of his wife, an alumna of the College, to provide scholarship aid for deserving students.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the College in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE ETHEL W. KEISTER FUND, established in 1957, is for scholarship support for students in music and in the creative arts.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the College from 1901 to 1921.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor of Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958 by an alumna of the College, is awarded each year to one or more deserving students.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the College from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the College for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE READER'S DIGEST FOUNDATION ENDOWED SCHOLARSHIP FUND is awarded to a deserving student or students on financial aid.

THE MARTHA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE LUCY AMES SCHMITZ FUND, established by bequest of Miss Schmitz in 1965, provides scholarships "to aid worthy and deserving students who require assistance to further their education."

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the College.

THE LUCY WILLSON SHRYOCK SCHOLARSHIP for qualified students in the arts.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the College from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE MARJORIE WAYNE WECHSLER AWARD, established in memory of Mrs. Richard L. Wechsler of the class of 1946, is given to a worthy and deserving student in the field of art.

SPECIAL CRITERIA SCHOLARSHIPS

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training, and other expenses. The amount of the scholarships may range from $100 to the full expense of attending college.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the financial aid requirements and must enroll as a commuting student.

SPECIAL CRITERIA PROGRAM

COLLEGE WORK-STUDY, a Federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or non-profit organizations. Chatham off-campus students work in diverse areas: tutoring underprivileged children, staffing a junior extension council, assisting in the archaeology department of a museum, organizing an opportunity center, contributing to an ethnic newspaper, serving on an inter-faith committee. Many of these projects are coordinated with staff from Vista, Head Start and the Job Corps. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a Federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the College in service, character, and leadership.

DRAMA LEAGUE OF PITTSBURGH AWARD for excellence in drama.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the College.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE PSYCHOLOGY AWARD for outstanding involvement in psychology.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to rovide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to rovide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College n 1932 through the will of the late Cora Helen Coolidge, former presient of the College. The income from this fund is to supply books for he Library.

THE FLORENCE HOLMES DAVIS FUND was established in 924 by the Alumnae as a memorial to Florence Holmes Davis, class f 1875. The income from this fund is used for the purchase of books n the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICHMENT OF UNDERGRADUATE TEACHING AT CHATHAM OLLEGE was established in 1964 by a grant from The Maurice and aura Falk Foundation. The income from the endowment is intended or the support of "such projects and programs as the President and Trustees may deem wise in order to preserve and extend the quality of eaching and scholarship in the liberal arts so that Chatham College nay continue its leadership among the nation's top liberal arts colleges."

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENOWMENT FUND was established in 1948 and revised in purpose nd amount in 1963. The principal portion of the income is to be used o enrich the College's work in the field of philosophy and related isciplines, especially those concerned with values. The Fund supports he Gillespie Professorship, brings visiting lecturers to the campus, proides for faculty leaves, and allows for the enlargement of the Library ollection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior teacher in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the College and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders and programs in the arts and sciences.

THE VIRA I. HEINZ GRANT supports an annual series of lectures and discussions. The grant is awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.

THE RUTH J. LAW LEGACY was left to the Chatham College Alumnae Association in 1964 through the will of Ruth J. Law, class of 1917, in memory of her mother, Caroline Law. By action of the Alumnae Association, the income from the $2000 bequest is to be used annually to purchase fine books for the Library.

THE HENRY D. LINDSAY MEMORIAL, a fund established through bequest of a former president of the College who served from 1906 to 1914, may be spent at the discretion of the President and Trustees.

THE HELEN IRWIN AND JAMES E. MacCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the College to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the College through the effective use of outstanding people with varied backgrounds and interests.

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The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, t advance the educational interests of the College through en-couraging fine students to know Chatham; second, to renew the association of college days through organized alumna clubs in various cities throughout the country and by clas reunions on the campus; and third, to promote the Chatha College Alumnae Fund, which is the annual giving progra of the Association.

The business of the Alumnae Association is conducted hrough the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes nformation regarding graduates and former students of the College, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the College. All monies raised through the annual giving program are given to the College to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder,* a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the College by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the College. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement.

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MAINE—Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND—Mrs. Paul E. Burke (Coral Wigent '60); 6402 Stoneham Road, Bethesda, Maryland 20034

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. Philip S. Golden (Susan Engel '61); 9908 Southall Road, Randallstown, Maryland 21133

Mrs. Samuel A. Livingston (Judy Gilbert '67); 2941 St. Paul Street, Baltimore, Maryland 21218

Mrs. Peter E. McCallion (Dolores Adamson '66); Milestone Manor, Laurel, Maryland 20810

MASSACHUSETTS—Miss Sharon F. Smith ('66); 58 Pinckney Street, Boston, Massachusetts 02114

Mrs. Cecil J. Minor (Beverly Sandberg '51); 139 Ipswich Road, Topsfield, Massachusetts 01983

Mrs. W. R. Donnell (Ellen Card '47); 286 Blue Hill Avenue, Milton, Massachusetts 02186

Mrs. Michael P. Eden (Jane K. Tobey '65); 1397 Furnace Brook Parkway, Quincy, Massachusetts 02169

Mrs. William Pounds (Helen Means '53); 33 Prince Street, West Newton, Massachusetts 02165

MICHIGAN—Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

Mrs. Charles E. Caple (Marianne Byrn '61); 38015 Parkhurst Street, Livonia, Michigan 48154

MINNESOTA—Mrs. Ronald M. Hays (Inna Komarnitsky '58); 5857 Creek Valley Road, Minneapolis, Minnesota 55435

MISSOURI—Mrs. Charles S. Winterling (Ann Hutchinson '54); 9371 West Pine Avenue, St. Louis, Missouri 63144

NEW JERSEY—Mrs. Anthony Robbi (Glorianne Hubert '61); Hopewell-Woodville Road, R.D. 1, Hopewell, New Jersey 08525

Mrs. William A. Hansen (Anne E. Braddon '52); 623 Winthrop Road, Teaneck, New Jersey 07666

Mrs. G. B. Barnes (Margaret Ann McKee '46); 530 Alden Stre
Westfield, New Jersey 07090

Mrs. W. C. Carson (Martha Haase '62); 31 Woodland Aven
Glen Ridge, New Jersey 07028

NEW YORK—Mrs. Ralph H. Roberts, Jr. (Mary Booth Fassett '61
67 Larchmont Road, Elmira, New York 14905

Mrs. Robert V. Cummings (Martha Jean Richards '64); 126 Jam
ville Avenue, F-3, Syracuse, New York 13210

Miss Margaret N. Whiting ('65); c/o Emma Willard School, Tr
New York 12181

Mrs. Nicholas F. Cuneo (Caroline Mapp '56); 35 Amherst Ro
Port Washington, L.I., New York 11050

Mrs. Paul F. Lohmeyer (Martha McCullough '44); 33 Crows N
Road, Bronxville, New York 10708

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntingt
L. I., New York 11743

Mrs. Chester G. Dann (Elizabeth Reed '56); 144 Corwin Ro
Rochester, New York 14610

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Dri
Snyder, New York 14226

NORTH CAROLINA—Mrs. Milton G. Emery (Margaret Siviter '5
525 Brookforest Lane, Charlotte, North Carolina 28207

OHIO—Mrs. Malcolm B. Tucker (Betsy Phelps '63); 11850 Edgewat
Lakewood, Ohio 44107

Mrs. Dale H. Cowan (Deborah Walowitz '63); 20 Lexington Squa
Euclid, Ohio 44143

Mrs. William A. Murray (Ruth B. Craig '44); 568 Vinita Aven
Akron, Ohio 44320

Mrs. John Bloomstrom (Barbara Jane Black '50); 907 Oreg
Trail, Cincinnati, Ohio 45215

Mrs. Steven M. Klein (Ann Joan Greenhouse '66); 520 Stinchco
Drive, Apt. 6, Columbus, Ohio 43202

Mrs. Larry Porter (Arleen Boyda '60); 321 Witherby Drive, Kett
ing, Ohio 45429

Mrs. Gerald W. Tindall (Barbara Miller '55); 3434 Glenmere Dri
Youngstown, Ohio 44511

Mrs. Richard Gallaway (Mary Peck '60); 3901 Grantley Road, Toledo, Ohio 43613

REGON—Mrs. William G. Rohlffs (Emelyn Taylor '27); 6215 S.W. California Street, Portland, Oregon 97219

ENNSYLVANIA—Mrs. Mark S. Levitan (Judy Davis '59); 8213 Marion Road, Elkins Park, Pennsylvania 19117

Mrs. John A. Hall (Diane Gray '53); 2530 North 2nd Street, Harrisburg, Pennsylvania 17110

Mrs. James Titelman (Barbara Maloy '54); Upper Brush Mountain Road, Hollidaysburg, Pennsylvania 16648

Mrs. Alexander V. Stoycos (Patricia Ross '60); 727 Farmingdale Road, Lancaster, Pennsylvania 17603

Mrs. Edward Kung (Marcia Smiley '60); 2321 Sansom Street, Philadelphia, Pennsylvania 19103

Mrs. Joseph M. Woods III (Sally Johnston '58); 1133 Little Lehigh Drive, Emmaus, Pennsylvania 18049

Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. David L. Reeser (Barbara Heck '59); 1064 Terrace Avenue, Wyomissing, Pennsylvania 19610

Mrs. P. J. Thompson (Peggy Tucker '51); 925 Strath Haven Avenue, Swarthmore, Pennsylvania 19081

HODE ISLAND—Miss Harriet E. Rosser ('54); 133 Kenyon Avenue, Pawtucket, Rhode Island 02861

EXAS—Mrs. John P. Hall, Jr. (Carol Fraser '58); 6231 DeLoache Avenue, Dallas, Texas 75225

Mrs. George W. Faison (Millicent Hoyt '39); 3726 Nottingham, Houston, Texas 77005

IRGINIA—Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

Mrs. Harry Palkovitz (Judy Z. Launer '63); 1800 Jefferson Park Avenue, Apt. 29, Charlottesville, Virginia 22903

Mrs. Rowland K. Leonard (Mary Jane Kerr '39); 1218 Whitby Road, Richmond, Virginia 23227

Mrs. Alfred Thieme (Nanci Bennett '62); 6110 Brook Drive, Falls Church, Virginia 22044

WASHINGTON—Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 8612 N.E. 14th Street, Bellevue, Washington 98004

WASHINGTON, D.C.—Mrs. Anthony Smith (Mary E. Riley '63); 3701 Upton Street, N.W., Washington, D.C. 20016

WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53); 915 Alynwood Circle, Charleston, West Virginia 25304

Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. Louis Pollock (Junietta Kalbitzer '29); 18 Oakmont Road, Wheeling, West Virginia 26002

Mrs. John W. Hendrickson (Betty Fleck '47); 175 Ridgeway Drive, Bridgeport, West Virginia 26330

Mrs. Russell J. Grant (Ruth Laird '44); Route 1, Sagamore Hill, Parkersburg, West Virginia 26101

WISCONSIN—Mrs. A. H. Wilcox (Margaret L. Frye '64); 1005 West Green Tree Road, Milwaukee, Wisconsin 53217

GENERAL COLLEGE INFORMATION

ACADEMIC CALENDAR FOR 1968-1969

Freshmen arrive	Sunday, September 8
Upperclass registration	Tuesday, September 10
Freshman registration	Wednesday, September 11
Classes begin	Thursday, September 12
Thanksgiving Vacation	Tuesday, November 26, 4:10 p.m. to Monday, December 2, 8:30 a.m.
End of Classes and Christmas Vacation	Friday, December 20, 4:10 p.m. to Thursday, January 2, 8:30 a.m.
Study Period	Thursday, January 2 through Sunday, January 5
Final examinations	Monday, January 6 through Tuesday, January 14
Second semester begins	Monday, January 20
Spring Vacation	Friday, March 14, 5:45 p.m. to Monday, March 31, 8:30 a.m.
Study Period	Thursday, May 8 through Monday, May 12
Final examinations	Tuesday, May 13 through Wednesday, May 21
Commencement	Sunday, May 25

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the College programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the College. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College physician, at the beginning of the College year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College physician, the resident nurse has charge of all cases of illness in the College, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College physician calls at the College at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The College infirmary has modern equipment and provides for isolation. See Medical Expenses — page 124.

As part of the services of the Dean of Students office, he College also provides psychological consultation through clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The College provides vocational information and career ounseling through the office of the Director of Placement. onferences are scheduled on campus with qualified experts articipating in the discussion of job opportunities in various ategories, and when advisable, field trips are arranged for loser observation. The Placement Office also houses the ocational Library which contains a wide range of material n career fields of particular interest to women.

Specific service is extended to seniors and alumnae in ocating employment. The Director of Placement provides ssistance in the preparation of credentials including personal data, work history, courses taken at Chatham, and ecessary references. Such material is kept on file and sent o prospective employers on request. Personnel officers from ndustry, education and government visit the campus regularly throughout the year to interview students interested in articular fields. Effort is also made to issue current information on summer and part-time opportunities available to ndergraduate students.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 o provide training in instrumental music to students ranging rom children in the elementary grades to adults of advanced nusical ability.

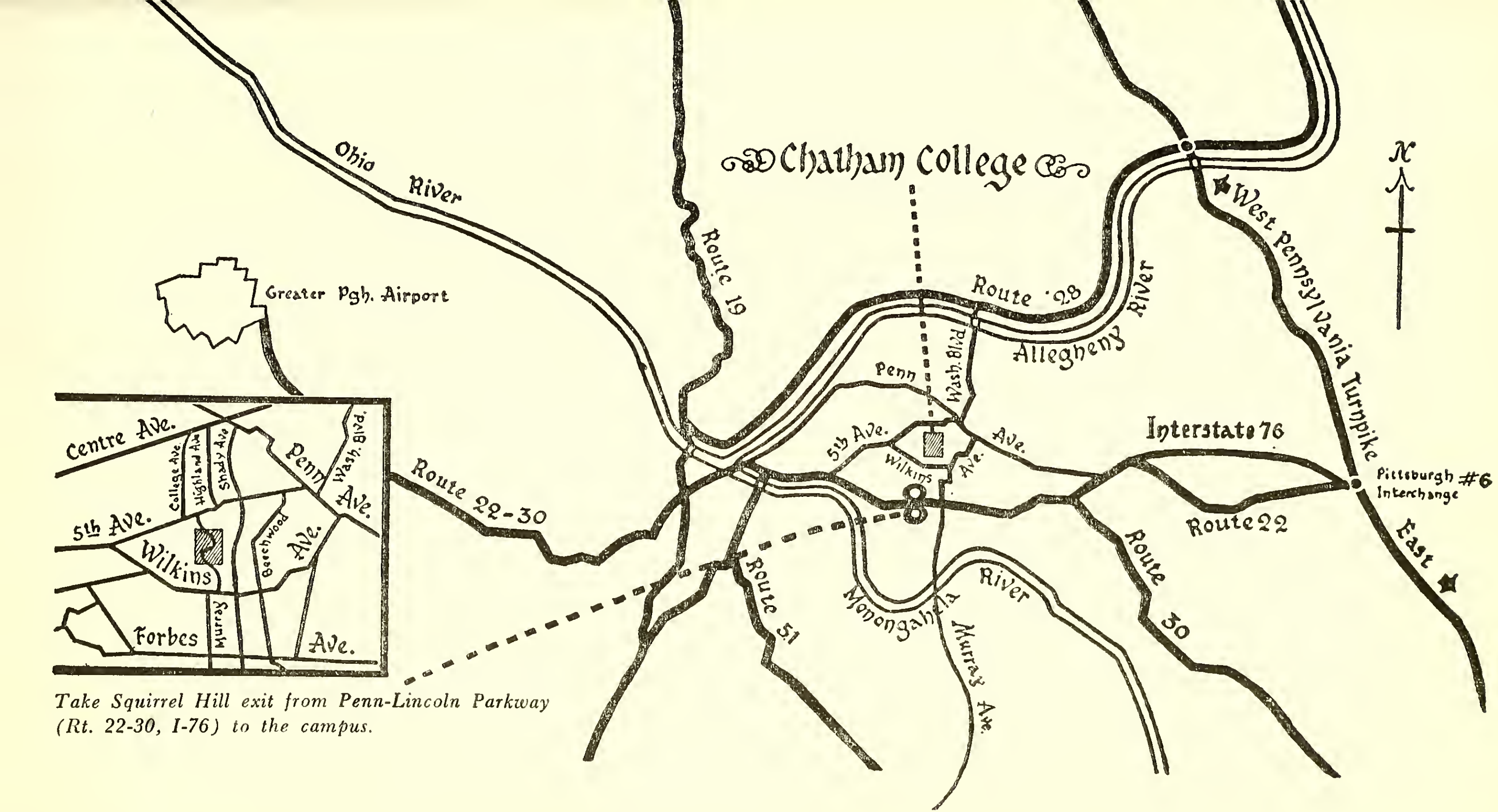
The faculty of the Laboratory School includes members f the Pittsburgh Symphony Orchestra and other prominent nusic educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a twenty minute taxic distance from downtown Pittsburgh and the railway statio and approximately forty minutes from the airport. Appro mately an hour should be allowed if visitors utilize the limo sine service from the airport.

Driving to the campus from the east *and* west, it is adv able to exit the Pennsylvania Turnpike at the Pittsburgh Inte change #6 and follow Interstate 76 (Penn-Lincoln Parkway Continue west on the Parkway through the Squirrel Hill Tu nel and exit immediately after going through the Tunnel Squirrel Hill Exit #8. Follow exit ramp to first left (Forwa Avenue), turn left onto Forward Avenue to first traffic ligh Then bear left onto Murray Avenue and proceed throu business district until Murray Avenue dead-ends at Wilki Avenue. Turn right onto Wilkins Avenue and then imm diately left onto Woodland Road. Chatham is located Woodland Road.

When driving to the campus from downtown Pittsbur or the airport the best route is the Penn-Lincoln Parkw (routes 22 and 30) East. Continue on the Parkway to Squir Hill Exit #8 (last exit before the Squirrel Hill Tunnel). F low exit ramp to first left (Forward Avenue), turn left on Forward Avenue to first traffic light. Then bear left on Murray Avenue and proceed through business district un Murray Avenue dead-ends at Wilkins Avenue. Turn right on Wilkins Avenue and then immediately left onto Woodla Road. Chatham is located on Woodland Road.


Chatham College
N
Ohio River
Route 19
Greater Pgh. Airport
Route '28
Allegheny River
West Pennsylvania Turnpike
Pittsburgh #6 Interchange
East
Interstate 76
Route 22
Route 30
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins Ave.
Monongahela River
Murray Ave.
Route 51
Route 22-30
Centre Ave.
College Ave.
Highland Ave.
Shady Ave.
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins
Beechwood Ave.
Forbes Ave.
Murray

Take Squirrel Hill exit from Penn-Lincoln Parkway (Rt. 22-30, I-76) to the campus.

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